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Current Educational Notes

By "Leslie Stanton" (A Religious Teacher)

A Phase of Zeal. "The Imitation of Christ" advises the wise Christian to be zealous against himself. Really, that means, zealous for the highest glory of God and for the best interests of souls.

Are we zealous against ourselves. Often we are conscious of zeal—the zeal that throws the mantle of charity over gossip, the zeal that sanctifies very natural anger, the zeal that glorifies and renders self-righteous the pernicious activity of the stool pigeon. Oh yes, we know something of the zeal that is against others; how about the zeal that is against ourselves?

We are zealous against ourselves when we have the courage to look ourselves squarely in the face. When we have that courage we are honest with ourselves; and honesty, in its highest form, is a rare, rare virtue. The man who can behold his own countenance in a glass and neither smirk nor frown is a most extraordinary man. Such a man is in a position to be zealous against himself.

The word **against** need not terrify. It does not involve persecution. It does connote a policy of strict accountability. It means that when we are dealing with ourselves we nothing extenuate nor ought set down in malice. It means that we make no allowances for ourselves just because we happen to be ourselves.

Zeal against ourselves is a virtue to cherish in every community. Without some degree of it the common life could not exist; and where it exists haltingly the cause is usually too much zeal against one another and not enough zeal against themselves on the part of the members of the community.

Zeal against ourselves is a classroom virtue, too. The true teacher knows how to criticize himself, how to judge himself, if need be how to condemn himself. He has to be square—with others, necessarily, but especially with himself. He makes no allowances for the state of his soul or the state of his liver; he judges himself from the outside in.

Books and Life. There lives a man who has been for many years a member of a religious community. He has been a conventionally "good religious," too. He has been consistently devoted to books and knows many worthy ones almost by rote. Yet he is a mediocre teacher, an uninspiring companion, the last man on earth to whom one of us would go for consolation or advice or assistance. His superiors respect him because he is pious and studious, but at the same time they regret that he is not as big a man as he is always giving promise of becoming.

And what's the matter with him? Plainly, this: He has been studying books as books—not as commentaries on life. He lives in a book world, not in a real world. He is a sort of picturesque old church in a Millet landscape, with bats in the belfry. He has studied formal logic, but has no practical logic; he appreciates Thackeray's sentence structure, but is constitutionally incapable of appreciating Thackeray's view of life; he reads about Epicureans and Stoics as if they were beings from another plane of existence, never once realizing that they exist today—one of them perhaps within the confines of his own pallid skin. Never does he dream of mingling his life experience with his book experience; he is quite content to keep all he knows of books in one watertight compartment and the little he knows of life in another.

Go thou and do likewise—not!

He Loves His Job. Very little hair is on his head and his face is like a piece of seasoned leather, for the man is close up to the seventies and never in his life was he a shirker. He teaches a class of some seventy very small boys, boys that in many cases other teachers have found hopeless and they are sent to him as a sort of court of last resort. And he meets them and takes them in. In a week they are in love with him; and when the end of the year comes and they are obliged to go up higher, he must use all his tact in breaking gently to them the fact of their promotion.

He was pointed out to me by one who knows as being a phenomenally successful teacher. Like most successful teachers this man does not wear his professional heart on his sleeve and does not take himself too seriously. He laughs readily and talks quietly and listens well. And, unless you skillfully draw him out, he is likely to talk of dozens of things rather than of his own work in the classroom.

But we got to that subject, of course. And then this man of many years and much experience and—at least, so the world would say—few accomplishments and a wonderful understanding of boys and boyhood bared the secret of his success.

"Well, I'm in love with my job. They tell me I'm an old man and ought to ease off somewhat in my teaching; I always talk back and tell them that I'd be a dead man if I hadn't been teaching all these years. Chumming with boys is the best fun ever! Helping boys to walk straight and upward is the most fascinating work ever! I teach a full day every day and enjoy every minute of it. Yes, I'm in love with my job."

There we have wisdom—wisdom seemingly on the surface, really in the depths. To love one's work just because it is one's work—truly the only short cut to success, truly the only safe advice to give everybody. Out upon the long-faced dyspeptics who liken our life to a cross and our work to a crown of thorns!

National Ideals. The European War has had several good effects on this side of the Atlantic, not the least being a thorough going destruction of that spirit of flippancy and irreverence which for years had grown among us and which was among young and old a more deadly menace than an armed foe. Two years ago an appeal for national probity would be greeted in certain quarters with the characterization, "More Fourth of July stuff!" Today a similar appeal is received with reserved respect. The spirit of the times, in other words, has undergone a change. So momentous is the struggle in Europe that the clouds of war take in our eyes fantastic shapes and we look confidently, but gravely, toward the future. Just now we are capable of thinking serious thoughts.

Such being the popular attitude, such must be in a very large measure the attitude of our pupils. Some teachers never think that many things by season seasoned are to their right praise and true perfection; but many of us know that certain ideals are more effective when presented in a definite way and at a definite time.

We should find the present time opportune for opening the minds and hearts of our children to the national ideal of the United States of America. And in this connection I am happy to present the following magnificent formulation of our national ideal from the pen of the Right Reverend Thomas J. Conaty, Bishop of Los Angeles:

"What is our national ideal? It seems to me, as I study our history, that God has made us a providential people whose mission is to preserve and perpetuate for mankind, through our Constitution, the blessings of popular self-government. This has been the outcome of all our wars. The blood of our heroes was shed for the cause of man's right to freedom. Our national safeguard

of our liberties is in the independent, fearless, conscientious man, who, recognizing that mission, determines in his own integrity of character, to be an agent in its fulfillment. The citizen who does his full duty to all the trusts confided to him, who recognizes that what is morally wrong cannot be politically right, that public trust should never be made to subserve private interests, that he is his brother's keeper, that what injures the individual injures all, who loves his country not for what he can make out of it but for what he can contribute to its greatness,—he, indeed, is the citizen upon whom the Republic may well build its hopes for perpetuity. Let us not forget the words of Abraham Lincoln: 'We are a nation of the people, by the people, and for the people.' The unit of our national life is not in armies, nor navies, nor wealth, nor classes; our unit is the individual citizen.

"It is our pride that our strength is in the individual. Our citizenship springs from our manhood. No king or czar rules over us. The individual citizen voter is the ruler. The aristocracy that counts among us is the aristocracy of mind and heart, which finds its highest expression in the knowledge and love of God in order to thoroughly understand the duty which we owe to God and to our neighbor."

Words such as these are inspiring and inspired. They deserve earnest meditation; and the ideas behind them deserve to be sown as goodly seeds in the boys and girls who are to be the citizens of the next generation.

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Rest Books. If there are rest hours and rest rooms, why not have rest books, too—books that you can take up for refreshment and solace when you feel mentally wearied or flustered or vaguely out of sorts. One such book is Irving's Sketch Book. Who that dips even at random in "The Mutability of Literature" can long retain a feeling of suspicion or unrest or revolt or any other unworthy sentiment arising from a mistaken sense of proportion. And there is Lamb, and—

The Exceptional Child. Every child is an exceptional child: If you don't believe it, ask his mother. And his mother is right. She recognizes him as exceptional, because she knows him so intimately—or thinks she knows him, which from her point of view amounts to the same thing.

How many exceptional children are there in your class? Just as many as there are children in the class. On the first day they all seem pretty much alike, large-eyed beings with mouths and legs and red hands; at the end of the first week several of them have become individualized. The individualizing process continues until, if you are really wise, you recognize the fact that each and all are exceptional.

Religious superiors, if they possess a real knowledge of men, come ultimately upon a similar truth. After a while, provided they grow, they cease to think of their inferiors as "subjects" or as cards in a filing cabinet, but as individual men each different from the other. Persons in administrative offices, whether they be teachers or foremen or superintendents in factories, frequently fail dismissally to achieve their full stature simply because they form the habit of thinking of those under them as so many cogs in a wheel or as a composite of dough in a kneading trough.

Every man, every woman, every child is an exceptional being—different, for so has a wise Creator decreed. We were not made to fit into molds or to run in grooves.

CLOISTER CHORDS.

Sister M. Fides Shepperson, M. A.

I sing to our Sisterhoods—God bless them! They are many; and yet, under varying detail distinctions, these many are one.

I sing to the gray Everyday: to the morning bell, not welcome, summoning up from the good slumber deeps; to the hour of prayer, peaceful, indeed, yet anticipative of the waiting cares; to the class room, the hospital ward, the old, old Duty ways: I extol fidelity, sincerity in the unseen, self-sacrifice: these forces victorious down on the soul-battleground, give gentle firmness to the nurse's hand; give complement to the teachings of the class room; give that calm confidence and call to trust which emanate from every true Religious. For with the slow revolving years, the hidden forces become visible; the daily victory daily claims its own; and the triumph-struggle fought darkly and silently down in the soul, looks calmly out from the eyes, droops in the quiet smile, and betrays itself in every word and deed. Hence the inscrutable look of peace on the faces of good old nuns; hence, too, the utter other-worldliness of their opinions and judgments.

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This practice of writing out an abstract of the Sunday sermon, obtained for years in our family. Father provided each one of us children with a large blank book in which we carefully inscribed with pen and ink a summary of the day's sermon.

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Since that time, years of teaching have but deepened the appreciation of that family custom. Not only was the close attention required in following the speaker splendid mental discipline, but the concentration of thought involved in writing out the synopsis was most valuable in impressing on the mind the sacred lessons inculcated by that discourse.

Besides this, the task of writing out a synopsis was in itself a fine exercise in composition work—an exercise which, it seems to me, might well be introduced into our parochial schools.

There the study of the Gospel and Epistle on Friday night might very nicely be followed up by the summary of Sunday's sermon to be presented as composition work on Monday morning.

Obviously, this correlation of religious instruction and composition work, affords excellent opportunity for meeting the contention of churchmen that religion forms the central theme of instruction and permeate the school life of the child.

Also the correlation of religious instruction and composition work involved in the writing out of abstracts of Sunday sermons is the best kind of preparation for the later, systematic consideration of that sacred and venerable literature—"The Bible."

M. J. D.

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MEETING IN ST. PAUL JUNE 28-
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On Tuesday morning at 9 o'clock the spacious auditorium of the Cathedral of St. Paul was filled with a congregation which included not only the delegates to the convention but a large number of Catholic people eager to show their interest in the specific work of the Association. The teaching sisterhoods were conspicuous by the number of representatives present on this occasion, as well as at all the sessions of the convention. Pontifical High Mass was celebrated by the Right Rev. Bishop McGolrick of Duluth, assisted by the Rev. J. C. Byrne, pastor of St. Mary's Church, as archpriest, Rev. P. M. Jung, pastor of St. Matthew's Church, as deacon, Rev. A. Ogulin, pastor of St. Agnes Church, as subdeacon, and the Rev. A. Ziskovsky, St. Paul Seminary, as master of ceremonies. The sermon was preached by the Most Rev. Archbishop Ireland, who said in part.

"If I were to utter one complaint in connection with the subject of Catholic education, I should say that our people are not yet wise enough to appreciate the value of higher education for their sons and daughters.

"The Catholic Church will never take its full part in the world until all of these advantages are made use of.

"The greatest need of the Catholic school today is not money nor pupils; it is teachers," said Archbishop Ireland. "And since the best of our teachers come from the teaching brotherhoods and sisterhoods, it is more priests and more sisters that we need.

"It has been said that the secular school, the public school, is the most American of institutions; that the religious school is un-American. This much we grant, that the schoolhouse is American, but the highest service to the nation must always be rendered by the education which goes hand in hand with religion.

The School's Principle.

"The contention of the Catholic schools is the principle that religion should permeate and vivify the education of childhood and of youth. On this principle the Catholic Church rests its case.

"I rejoice that the first extraordinary convocation gathered beneath the dome of the new Cathedral of St. Paul is that of the Catholic Educational Association of America. In greeting the association, the Cathedral greets the sacred principle that religion is inseparable from the true education of childhood."

Headquarters at School.

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After briefly outlining the history of Catholic education in the United States, Dr. Moran said:

"The heaviest part of the educational work of the pastor has been to erect, to equip and to support the Catholic school. Even where apparently prosperous, he has had to overcome huge difficulties. In less favored circumstances his struggle has been such as to claim our deepest sympathy. Not infrequently has he been the whole edu-

cational staff. The enormous burden assumed by the pastor is best understood when expressed in figures. According to the last Catholic Directory, there are in the United States 1,456,206 children in the schools. Allowing \$100 for each pupil for buildings and property, there would be now in investment \$145,620,600. Again, allowing 8 per cent for interest, depreciation and physical maintenance, there would be a current yearly charge of \$11,649,648. These figures are very moderate. A country-wide average annual per capita expenditure for education is \$30.35. For easy figuring change the figures to \$30 for expenditure and 1,500,000 for children. Multiplying the number of children by the per capita expenditure (1,500,000 by 30) we have an annual tuition expense of \$45,000,000. If to this be added the 8 per cent item above for depreciation, etc., it would mean that at the present moment, after property, buildings and equipment have been provided, there would be an annual expense account of \$56,649,648. Now, this is what it would be, if there were not a very important qualification to be made owing to the devotion of our religious teachers. The fact is that in our schools, instead of the per capita expenditure being \$30.55, the average of the country, it is only about \$10, or about one-third. In other words, the religious reduce the item of teaching about two-thirds. To make this perfectly clear, let us suppose that a school in a given number of years would have required to meet its teaching account at the average of the country, \$1,000,000; it would have required with us only \$335,000, the religious saving two-thirds or \$765,000 to the Catholic body. It is certainly a good thing for us that our religious teachers have not been affected by the labor agitation and that they have not joined the "Union." They have been shamefully underpaid if salaries are to be measured by dollars and cents. However, they have been satisfied to know that they were helping along the cause of Catholic education, that without them it would have been impossible to conduct our schools, and that they were laying up for themselves treasures in Heaven which the moth and the rust shall not consume.

At the close of the morning session luncheon was served by the ladies of the parish in the school's recreation hall.

The afternoon was devoted chiefly to department meetings, including college, seminary, parish school, superintendents' and deaf mutes' sections, the sessions being held in different rooms of the school.

In outlining his ideas for work among deaf mutes, Father J. O. Donahue advocated their being more or less segregated socially.

"I believe," he said, "that the deaf would be happier if they lived and worked among their own kind. For instance, let industrial plants be developed in which only mutes were employed, and let them live in neighborhood colonies either in the country or the city, whatever seems to suit the special need."

18,000 Deaf.

A protest against segregation was registered by Father F. A. Moeller, S. J., Chicago, chairman of the section, and others who spoke, on the ground that intercourse with normal people is necessary to prevent too grotesque a degree of eccentricity.

Emphasis was laid by all the speakers upon the necessity for providing these afflicted people, now numbering 18,000 in the United States, with religious education, and doing so in boarding schools.

Others who spoke were: Rev. Henry Walhaus, Cincinnati; Rev. E. J. Gehl, Milwaukee; Rev. Father Klopfer, Milwaukee; Rev. Father Higgins, New Orleans; Rev. Father Kaufmann, Detroit.

At the general session in the St. Paul hotel Tuesday evening Right Rev. Mgr. P. R. McDevitt, superintendent of schools in Philadelphia, read a splendid paper on "Education and the State," summing up his conclusions thus:

"We should make every effort to see that the laws that affect the interests of Catholic schools be fair, just and equitable. In this effort no favors, nor privileges, but simply equality of treatment should be looked for. We should insist upon an equitable interpretation of all laws bearing upon education. We should protest against the enforcement of unwarranted and unjust laws already on the statute book. We should offer a firm and unyielding resistance to all attempts to repeal the laws which now afford some relief to private agencies in education, by exempting their lands and buildings from taxation.

of our liberties is in the independent, fearless, conscientious man, who, recognizing that mission, determines in his own integrity of character, to be an agent in its fulfillment. The citizen who does his full duty to all the trusts confided to him, who recognizes that what is morally wrong cannot be politically right, that public trust should never be made to subserve private interests, that he is his brother's keeper, that what injures the individual injures all, who loves his country not for what he can make out of it but for what he can contribute to its greatness,—he, indeed, is the citizen upon whom the Republic may well build its hopes for perpetuity. Let us not forget the words of Abraham Lincoln: "We are a nation of the people, by the people, and for the people." The unit of our national life is not in armies, nor navies, nor wealth, nor classes; our unit is the individual citizen.

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After briefly outlining the history of Catholic education in the United States, Dr. Moran said:

"The heaviest part of the educational work of the pastor has been to erect, to equip and to support the Catholic school. Even where apparently prosperous, he has had to overcome huge difficulties. In less favored circumstances his struggle has been such as to claim our deepest sympathy. Not infrequently has he been the whole edu-

cational staff. The enormous burden assumed by the pastor is best understood when expressed in figures. According to the last Catholic Directory, there are in the United States 1,456,206 children in the schools. Allowing \$100 for each pupil for buildings and property, there would be now in investment \$145,620,600. Again, allowing 8 per cent for interest, depreciation and physical maintenance, there would be a current yearly charge of \$11,649,648. These figures are very moderate. A country-wide average annual per capita expenditure for education is \$30.35. For easy figuring change the figures to \$30 for expenditure and 1,500,000 for children. Multiplying the number of children by the per capita expenditure (1,500,000 by 30) we have an annual tuition expense of \$45,000,000. If to this be added the 8 per cent item above for depreciation, etc., it would mean that at the present moment, after property, buildings and equipment have been provided, there would be an annual expense account of \$56,649,648. Now, this is what it would be, if there were not a very important qualification to be made owing to the devotion of our religious teachers. The fact is that in our schools, instead of the per capita expenditure being \$30.55, the average of the country, it is only about \$10, or about one-third. In other words, the religious reduce the item of teaching about two-thirds. To make this perfectly clear, let us suppose that a school in a given number of years would have required to meet its teaching account at the average of the country, \$1,000,000; it would have required with us only \$335,000, the religious saving two-thirds or \$765,000 to the Catholic body. It is certainly a good thing for us that our religious teachers have not been affected by the labor agitation and that they have not joined the "Union." They have been shamefully underpaid if salaries are to be measured by dollars and cents. However, they have been satisfied to know that they were helping along the cause of Catholic education, that without them it would have been impossible to conduct our schools, and that they were laying up for themselves treasures in Heaven which the moth and the rust shall not consume.

At the close of the morning session luncheon was served by the ladies of the parish in the school's recreation hall.

The afternoon was devoted chiefly to department meetings, including college, seminary, parish school, superintendents' and deaf mutes' sections, the sessions being held in different rooms of the school.

In outlining his ideas for work among deaf mutes, Father J. O. Donahue advocated their being more or less segregated socially.

"I believe," he said, "that the deaf would be happier if they lived and worked among their own kind. For instance, let industrial plants be developed in which only mutes were employed, and let them live in neighborhood colonies either in the country or the city, whatever seems to suit the special need."

18,000 Deaf.

A protest against segregation was registered by Father F. A. Moeller, S. J., Chicago, chairman of the section, and others who spoke, on the ground that intercourse with normal people is necessary to prevent too grotesque a degree of eccentricity.

Emphasis was laid by all the speakers upon the necessity for providing these afflicted people, now numbering 18,000 in the United States, with religious education, and doing so in boarding schools.

Others who spoke were: Rev. Henry Walhaus, Cincinnati; Rev. E. J. Gehl, Milwaukee; Rev. Father Klopfer, Milwaukee; Rev. Father Higgins, New Orleans; Rev. Father Kaufmann, Detroit.

At the general session in the St. Paul hotel Tuesday evening Right Rev. Mgr. P. R. McDevitt, superintendent of schools in Philadelphia, read a splendid paper on "Education and the State," summing up his conclusions thus:

"We should make every effort to see that the laws that affect the interests of Catholic schools be fair, just and equitable. In this effort no favors, nor privileges, but simply equality of treatment should be looked for. We should insist upon an equitable interpretation of all laws bearing upon education. We should protest against the enforcement of unwarranted and unjust laws already on the statute book. We should offer a firm and unyielding resistance to all attempts to repeal the laws which now afford some relief to private agencies in education, by exempting their lands and buildings from taxation.

"We should declare that any recognition which officials of the state or boards of education may accord to Catholic schools is neither a favor nor a concession, nor an indulgence. Every right, privilege, concession or favor accorded to public schools should be granted equally to Catholic schools that conform to the educational requirements put down by state laws.

"A word in conclusion. Catholic education forms a logical and consistent system. Catholic truth is not less imperative in the education of our young boys and girls and of our young men and young women of the higher schools than in the training of the children of the elementary schools. Our supreme effort should be to develop our educational system from the kindergarten to the university, so that no child of the faith will, at any time, find it necessary to seek elsewhere than in a Catholic school the education he desires. That this glorious achievement is possible is one of the most encouraging and consoling signs of our system, for the forces that are inherent in Catholic education—the unselfish consecration of Catholic teachers to their high calling; the painstaking efforts, and the monetary and other sacrifices which the religious communities are making to prepare well-equipped and thoroughly trained teachers for our parish schools, the rapidly increasing confidence, loyalty and devotion of Catholic parents, will place our schools in the first rank of educational institutions."

Urges Committees.

Discussion of the paper was led by Rev. Joseph A. Dunny, superintendent of the parish schools, Albany, N. Y., and followed by remarks by Rev. M. J. Ahern, S. J., Buffalo.

"New York state Catholics," said Father Dunny, "have a representative, a young Catholic lawyer, whose business it is to keep in touch with all political measures in any way infringing on the rights of our people."

"That is the system," said Father Ahern, "which we should adopt everywhere. It might be advisable to appoint committees whose business it should be to watch every move of the legislature."

On Wednesday morning officers of the C. E. A. were with one exception re-elected for the ensuing year as follows:

His eminence James Cardinal Gibbons, Baltimore, Md., honorary president; Rt. Rev. T. J. Shahan, D. D., Washington, D. C., president general; Very Rev. James A. Burns, C. S. C., Washington, D. C.; Right Rev. Mgr. J. A. Connolly, V. G., St. Louis, Mo., and Rev. F. Siegfried, D. D., Overbrook, Pa., vice presidents general; Rev. Francis W. Howard, L.L.D., Columbus, O., secretary general; Rev. Francis T. Moran, D. D., Cleveland, O., treasurer general.

Speaks On Education.

A forceful address on "Education and the School Question," was delivered in general session Tuesday morning by Rev. Edwin V. O'Hara, Portland, Ore. Father O'Hara is held largely responsible for recent Oregon legislation, including the passage of the minimum wage law, and measures eliminating evening working hours for women.

"The application of science to industry is the first step toward solving the problems of American industrial life," said Father O'Hara. "We are suffering now because we have exported all our raw materials to Europe, bringing them back in the form of manufactured articles, instead of training our own workers to effect the transformation here."

C. E. A. Convention.

"Another important aspect of industrial training concerns its reference to character and development. The trouble with our system is that boys leaving school at 13 or 14 go into 'blind alley' occupations, such as that of messenger boy, for instance, and at 21 they are out of work, and unequipped with any trade."

We need not merely trade schools and technical school but even more we need continuation schools where boys and girls who have secured positions in the industrial world may come for one or two hours a day and receive an education along the lines of their vocation. Night schools will not supply the need. The attempt to supplement the work of children in the shop with evening school instruction is not successful. For children between 14 and 18 the strain is too great for them to bear. It has been the German experience that the boy whose energies have been exhausted by a hard day's toil suffered in health from the added strain imposed by the evening school and accomplished little or nothing there. What-

ever advantage night schools have for adults, they are not desirable for children.

In combating social ills we must always have recourse in the first place to the social principles of the Gospel of Christ. Religion must be our guide in every program of human amelioration. The two great agencies for effectuating social principles in our age are legislation and education.

One of the important papers of the afternoon was read by the Very Reverend James A. Burns, C. S. C., president of Holy Cross college, Washington, D. C. His subject was "The Present Condition of Catholic Secondary Education in the United States."

A new departure in the administration of conventions held by the Catholic Educational association was in the afternoon when a meeting was held expressly for the benefit of the teachers in Catholic women's colleges.

Rev. M. Schumacher, C. S. C., Notre Dame, Ind., presided.

MEETING AT AUDITORIUM.

At the public meeting in connection with the convention held Wednesday evening at the Auditorium, the speakers were Archbishop Ireland, Rev. James M. Cleary, Very Rev. Humphrey Moynihan, Hon. Pierce Butler, Hon. Julius A. Coller and Right Rev. John P. Carroll, D. D.

Musical numbers were interspersed by Mrs. J. L. Whitaker, Francis Rosenthal, Jane Holland Cameron and Miss Sylvia Schmidt, with the Bergstrom orchestra in attendance.

Archbishop Pleased.

Archbishop Ireland expressed himself as particularly well pleased with the tone of the convention, and the fact that in none of the discussions had there been derogatory reference to secular systems of education.

Very Rev. Humphrey Moynihan, rector College of St. Thomas, emphasized the economic value of an educational system based on the highest ideals, and Bishop John P. Carroll, Helena, Mont., urged greater interest in higher education.

Catholic Citizenship.

The urgent need of religious and moral foundation for citizenship was dwelt upon by Pierce Butler in an address on citizenship from the Catholic standpoint, and Hon. Julius A. Coller, Shakopee, spoke on the subject of Catholic men in the professions. A brief resume of the history of Catholic education in America was contributed by Rev. James M. Cleary.

Meeting A Success.

In summing up the salient points of the meeting, Bishop Shahan described it as one of the most thoroughly successful that have been held, from every viewpoint.

"This is, perhaps, the only city in the United States where one may still compare the cradle of Catholicism—the first church established here—with so magnificent a development of religious expression as the new Cathedral."

Bishop Shahan expressed himself as being especially appreciative of the efforts of the local clergy, headed by Archbishop Ireland, to make this convention a success.

Action on Suggestion.

A measure suggested by the reading of a paper Tuesday evening by the Rt. Rev. Mgr. McDevitt took form at Thursday's session in a suggestion offered by the Rev. M. J. Ahern, S. J.

The suggestion, which was accepted by the convention, was made to the executive board of the association, and recommended that steps be taken to arrange a meeting of the representatives of Catholic colleges, secondary schools and parish schools, to confer on the relations of the state to Catholic schools and colleges, and make a report.

A brief discussion, headed by Father Ahern, and continued by Prof. W. J. McAuliffe, Cathedral college, New York, developed the fact that the ultimate object of the measure is to protect Catholic interests in legislation.

All of the priests and members of brotherhoods attending the convention were taken for an automobile ride through the city Thursday.

The apostolic blessing received from the papal secretary of state at Rome was read by Archbishop Ireland Thursday afternoon before the meeting of the new executive board of the Catholic Educational association, with which it closed its 12th annual convention.

The text of the communication follows:

"The holy father accepts with gratification the sentiments of homage, of attachment and obedience from the National Association for the Promotion of Catholic Edu-

cation, assembled in annual session under the patronage of your grace, and rejoices in its auspicious progress, and prays for new and richer growth of this meritorious association.

"With his whole heart he bestows upon your grace, upon the president and members of the association, as also upon its work, the apostolic benediction and pledge of the favors of heaven. —Cardinal Gasparri."

The time and place of the next convention will probably not be decided before December.

CATHOLIC EDUCATIONAL ASSOCIATION CONVENTION.

Practical Results Embodied in Clear and Sane Resolutions.
The Annual Convention of the Catholic Educational Association closed its sessions Thursday morning, July first. The practical nature of the deliberations and of the various questions that came up for discussion is shown in the set of resolutions which are found below.

The general impression that the delegates seem to have taken away with them is one of optimism over the outlook for Catholic education. The many dangers that confront the Catholic schools were all well marked out and dilated upon by men whose names stand high on the list of educators. A feeling was manifest of a tendency rather to build up the Catholic schools than to seek to discredit the state institutions. Comparisons were introduced by way of lending strength to an argument rather than for the purpose of belittling the opposition.

The following resolutions were adopted by the Convention:

General Resolutions.

The Twelfth Annual Meeting of the Catholic Educational Association finds in the reports of its delegates from all sections of our country gratifying evidence of earnestness, of solid progress and constant improvement in Catholic education.

(1) For these excellent results, the Association makes public acknowledgment to the generosity of the Catholic laity, the self-sacrifice of our teachers and the untiring zeal of the pastors and priests, all united and inspired by our bishops. Few things in the history of Christian generosity the world over parallels the munificence of the Catholics of America in behalf of the schools, their colleges and their universities.

(2) The Association urges that vocations to the Brotherhoods and Sisterhoods of the Church should be encouraged and fostered by priests and people through advice and exhortation and through the Christian virtue of self-sacrifice.

(3) Vocations will multiply where high Christian ideas flourish and where the true spirit of Catholicity is manifest. An effective means for implanting genuine Catholic principles is the reading of Catholic papers and Catholic books. The school is the place to awaken the taste for such reading.

(4) The Association heartily recommends the education of our children in the music of our liturgy and in the hymns of the Church. It is desirable that the Catholics of our country should have certain hymns known to all, hymns which will awaken and perpetuate Catholic devotion and serve as a sympathetic bond to unite Catholics of all nationalities in our common worship.

(5) The Association exhorts Catholic parents to make every sacrifice that their children may attain the highest education in Catholic high-schools and Catholic colleges and may fill the ranks of every honorable profession.

(6) But as, for the the larger number of our people, this higher education is unhappily not possible, the Association deprecates in the lower schools, the overloading of the curriculum, the multiplication of subjects, the introduction of new and untried methods and means to the exclusion of the solid essentials of education. Some necessary facts of the world and of life and, above all, an accurate knowledge of the elements of our language for speech and writing, should be imparted to our pupils by energetic drill. True democracy in education requires that the whole people be possessed of what is necessary before a privileged few be given what is helpful.

(7) The Association gladly welcomes and wishes to see multiplied all agencies for education of whatever kind which will keep out young away from dangerous associations and under Catholic auspices. The burden put upon our generous teachers will be willingly borne because of the benefits to our faith from night schools, vacation schools and other sources for the Catholic instruction of

our youths.

(8) The Association recommends that every Catholic, especially our educational authorities, scrutinize carefully and limit strictly all attempts of legislation which would interfere with our education liberties as citizens and would introduce class legislation under the guise of social welfare.

(9) The Association returns thanks to our Holy Father for his blessing bestowed each year on this meeting of the Catholic educators of the United States, to His Excellency, the Apostolic Delegate, for his very kind letter of sympathy and encouragement.

(10) The Association is very grateful to His Grace, the Most Reverend John Ireland, Archbishop of St. Paul, for his cordial reception to our delegates, his eloquent and inspiring address, and his sympathetic interest in our proceedings.

(11) We wish to express our thanks also to the distinguished prelates, to the reverend clergy, the local committees of the diocese and to all members of the committees for their services rendered to the Convention.

(12) We tender our thanks to the Catholic press of the country for calling the attention of the public to our meeting and for the generous space accorded our proceedings in their columns.

(13) The Association desires to express the deepest sorrow for the loss sustained by the death of its distinguished and devoted member, Rev. Timothy Brosnahan, S. J.

LAST CALL FOR BINDERS.

We have ordered a limited number of patent self-binder covers for volumes of The Journal. Most of these have already been spoken for. The remaining few will be sent to those who make first response to this notice, enclosing \$1.15 for binder and shipping. We have had these binders made up especially for The Journal as an accommodation to many who wanted a volume binder that would also hold the copies of the magazine as they appeared from month to month. When the remaining binders are gone we will have no more to sell, so those who really want a binder should remit \$1.15 at once.

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89282	934687	39)361022
91754		351
29229	617025	
53325	Multiplication	100
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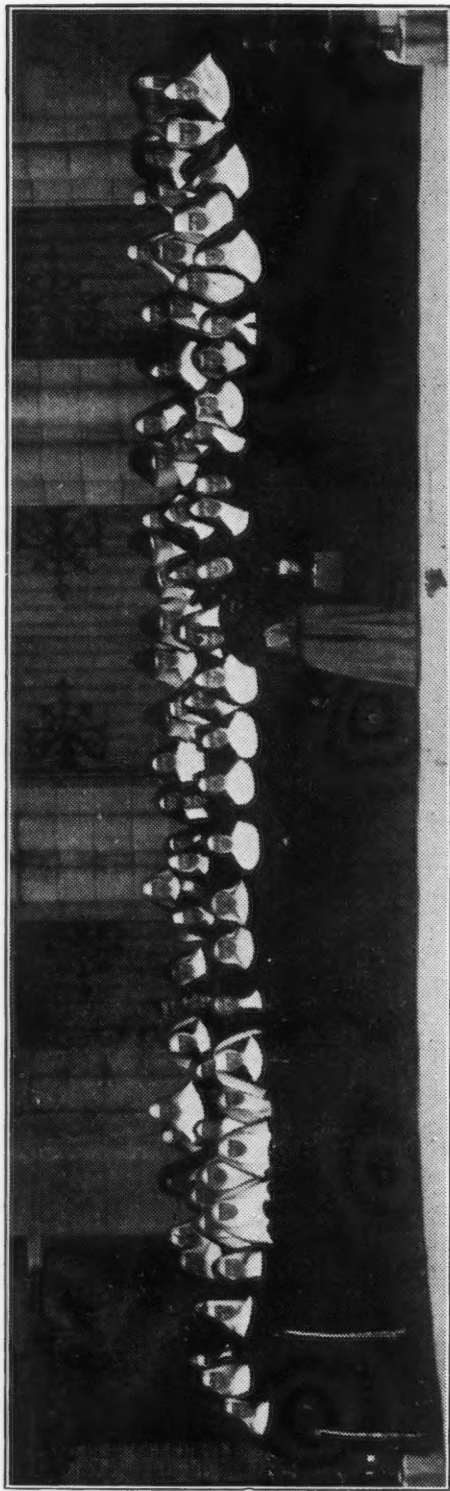
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HOSPITAL SISTERS ASSOCIATION OF AMERICA IN CONVENTION AT MILWAUKEE



Catholic Hospital Conference.

Sisters from five hundred and fifteen Catholic hospitals of America assembled in Milwaukee recently, in St. Francis' Hall, for the first convention of the various Catholic hospital staffs. The conference was arranged by the Marquette University School of Medicine, with the approbation of the Most Rev. Sebastian Messmer, of Milwaukee. Twenty-one cities and nineteen States were represented by Sisters, nurses, members of staffs, chaplains and hospital attaches, many of whom came from States as far distant as Louisiana and West Virginia. Papers on subjects relating to hospital work and efficiency were read by well-known authorities from all over the country. On the second day of the convention Archbishop Messmer, at the close of Mass, praised the work of the Sisters most highly.

The organization adopted the name "The Catholic Hospital Association," and the constitution was amended to make it national rather than sectional in scope.

Unanimously electing Most Rev. Sebastian G. Messmer, Archbishop of Milwaukee, honorary president, other officers elected were: Rev. Charles B. Moulinier, S. J., president; Sister Mary Joseph of St. Mary's hospital, Rochester, first vice-president; Sister Richard of La Crosse, second vice-president; Dr. Maude Williams of Milwaukee, secretary; Sister Marie of Misericordia hospital, Milwaukee, treasurer, and Dr. W. E. Fairfield of Green Bay and Miss M. Lawless of Mercy hospital, Chicago, members of the executive board.

True Patriots Are Religious.

Denunciation of those who say that the children of Catholic schools are not as patriotic as pupils of other educational institutions, formed a part of Bishop Muldoon's brief address at the Grand Opera House at the commencement exercises of St. Mary's school, Rockford, Ill.

"Youth contains in itself everything worth while in this world," the Bishop said. "The youth which stands upon the stage tonight is a youth taught to reverence the name of Christ, the Son of God. This youth is taught that man's noblest profession is his belief in his God.

"All progress, all stability, must look back to the cradle of Bethlehem and there find its strength, grace and power. These children not only go out with as good an education as any other children in the land, but go out firm in the principles of God.

"Our flag is only as powerful as the morals in the hearts of the men who shout for it. These boys and girls will be true citizens of this fair land of ours, for religion has been a part of their education. These sons and daughters of yours who saluted this flag tonight answered then and there the malignant stories of men who dare call themselves protectors of the flag, who say these children are not as patriotic as those coming forth from other schools. I fling back into the teeth of every bigot in this city, in the name of this youth, the falsity of this charge, and brand it the calumny it is. And, you boys and girls, let the purity and probity of your lives be the answer to your traducers. And for you let there be no forerunner, but see in every man the subject of the Creator." Bishop Muldoon.

First "Graduation Sunday."

Sunday, June 27, witnessed the introduction of an innovation in the educational customs of the Archdiocese of St. Louis and will be recorded in its history as "First Graduation Sunday." Sixty-two parish schools within the city were represented by their eighth grade graduating classes in a united program of exercises held in the new Cathedral at 3:30 o'clock.

The presentation of diplomas to the first graduating classes from the Catholic Boys' and Catholic Girls' high schools was a feature of Sunday's ceremonies.

According to instructions given out by the Rev. A. V. Garthoeffner, superintendent of Catholic schools, all the students assembled on the grounds of the Sacred Heart Academy, where they formed a procession to the Cathedral.

In the Cathedral the boys occupied the seats to the right, the girls those to the left. Seats were reserved for the teachers of the various schools and the parents of the high school graduates.

The order of exercises was as follows: "Hymn to the Sacred Heart," "Veni Creator," sermon by His Grace the Archbishop, distribution of diplomas to the graduates of the Diocesan Boys' and Girls' High schools, "Hymn to the Blessed Virgin," Benediction, "Holy God."

PERSONALS OF THE MONTH.

Graduates to Carry Our Motto.

The eleven graduates of the St. Felix High school, Wabasha, have agreed to carry out the class motto "Be sharp, be natural, but never be flat."

Father Shandelle's Golden Jubilee.

Rev. Henry Joseph Shandelle, librarian of Georgetown University, celebrated his golden jubilee as a member of the Society of Jesus on August 15. The anniversary of his coming to Georgetown fell on July 31. Although he came there on that date in 1879 he left Georgetown for a brief period to teach in New England colleges. His birthday anniversary falls in the following month.

Practically the whole of Father Shandelle's life as a priest has been spent in educational work. He was born on September 21, 1849, in the province of Westphalia, Germany. Two years later he was taken by his parents to England, when but three years of age his family came to America and settled in Baltimore. Father Shandelle was educated at Calvert Hall, Woodstock, Md., and was ordained to the priesthood on August 15, 1865.

He has taught at Holy Cross College, Boston College and Georgetown University. Three of his five sisters are in the sisterhood, all three being mother superiors. He also has a niece in the convent and a nephew who is a member of the Jesuit order. He became librarian of Georgetown University in 1893, and has since remained there.

The Sisters of the Santa Maria Institute, Cincinnati, possess a famous rosary, which has attracted much attention. It is the rosary used by the Empress Carlotta, wife of the ill-starred Emperor Maximilian, and was secured in Mexico a number of years ago.

Jeremiah E. Burke, assistant superintendent of schools, Boston, and a leading Catholic, has been named Doctor of Letters by Colby University, a non-Catholic institution.

Bishop-elect Schuler.

Contrary to previous announcements, the consecration of Rev. Anthony J. Schuler, S. J., as Bishop of El Paso, Tex., will take place in Denver's beautiful Cathedral.

The consecration will take place early in September. The Archbishop of Santa Fe will be the consecrator, assisted by the Bishop of Denver and other Episcopal dignitaries yet to be chosen. Many Archbishops, bishops and other high prelates have signified their intention to be present and the Cathedral will be the scene of great pomp and ceremony. Father Schuler will continue his work as rector of Sacred Heart Church until the date set for his consecration.

Sister's Reception, Profession and Retreats.

The annual ceremonies of religious reception and profession of the Sisters of Notre Dame took place at the Good Counsel Academy, Mankato,

following a week's retreat. Two retreats in German and English were given for ladies on August 12 and 19.

Archbishop Hanna Installed.

His Grace Archbishop Hanna was formally installed in his See of San Francisco on Wednesday, July 28. The apostolic delegate arrived in San Francisco en route to Seattle, on July 25, and officiated at the installation, which took place after the solemn Pontifical mass at 10 o'clock.

Miss Mable Guppy, an English girl who has been teaching English in a Japanese school, has resigned her position to become a Buddhist nun.

Woman Gives Farm to Fr. Dunne.

The boys at Father Dunne's Newsboys' Home, St. Louis, are to become real truck farmers. Fifteen acres in St. Louis county have been acquired from Mrs. Hannah Duryee. The deed, filed at Clayton, gave the consideration as \$5 and it is understood the ground is a gift to the home.

Christian Brothers' Annual Retreat.

From all their schools in the northwest the Christian Brothers have met at the College of St. Thomas to make their annual retreat which will be under the direction of Father Monaghan, S. J., of Detroit, Mich.

The State legislature of Pennsylvania finished its work last week without paying the least attention to the convent inspection bill introduced by one Oakes of Cambria county. The measure died in a pigeon hole in the committee room, where it was sent after its introduction. Evidently the Oakeses are few among Pennsylvania legislators.

St. Thomas College, St. Paul.

The war department has announced that St. Thomas College is amongst the ten most prominent military institutions in the country and is therefore rated as a "distinguished" institution. In 1907 it held the same rating. Institutions having such a rating are entitled to send one member of the graduating class each year as a second lieutenant into the regular army without taking an examination.

Rev. Dr. John Augustin Ryan, D. D., professor of moral theology and instructor in economics at the St. Paul Seminary, St. Paul, and at present one of the instructors at the extension summer school session at Dubuque College, will become a member of the faculty of the Catholic University in Washington at the opening of the fall term.

When Miss Martha Hickey, sister of the five Fathers Hickey, made her profession as a Sister of Notre Dame at the Notre Dame Convent, Grandin road, Cincinnati, recently, the seventh and last child of the remarkably religious family of the late Mr. and Mrs. Patrick Hickey, dedicated her services to the Master.

A number of Sisters of the Order of Notre Dame will leave Baltimore

in a few days for San Juan, Porto Rico, where they will establish a parochial school, the second in the island.

A deal which eventually means the establishment of a big Catholic school in Perry, Iowa, was closed recently when the Unitarian church was purchased by the St. Patrick congregation.

Ninety trees on the grounds of Mt. St. Mary's Seminary, near Cincinnati, were uprooted in the storm last week. The clergy of the archdiocese were at the seminary at the time in annual spiritual retreat.

It is said that there are nearly forty publications in this country whose main object is to slander our clergy and sisterhoods.

Eight thousand Italian nuns have volunteered as nurses and are with the Italian army, and nearly 30,000 priests are serving with the troops as chaplains, infirmarians, attendants and soldiers. Nothing more than war needs whatever religion can offer, at once of restraint from evil, and of comfort in the dying hour.

Sectarian Prejudice in Australia.

Catholic nuns in Australia are forced to take off their habit if they wish to study for degrees in the Sydney university. The Archbishop of Sydney, Dr. Kelly, has protested bitterly and strongly, but in vain.

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Obituaries

Brother Kiernan, who for sixty-seven years had been connected with Villanova College, and who never left the grounds of that institution in fifty years, died recently. He was 88 years old.

Mother Celestine, St. Paul.

Mother Celestine, cousin of Archbishop Ireland and Mother Superior of St. Agatha's Conservatory, died at the Conservatory in July at the age of 73 years. It was she who founded the Conservatory in 1884. She came to Minnesota when quite young and had been a member of the Order of St. Joseph for fifty-seven years and had formerly taught in the schools of St. Anthony and the Immaculate Conception, Minneapolis.

Death of Brother.

Brother Just, C. S. C., for fifteen years prefect of Carroll Hall at Notre Dame University, died June 30 and was buried in the Community cemetery after services. Brother Just was in his fifty-fourth year and had been a member of the Congregation of the Holy Cross since 1891. Brother Just was also at different times a teacher. He is known to thousands of Catholic young men all over the United States.

Sister M. Louise, of St. Joseph's Convent, Chestnut Hill, Philadelphia, Pa., entered into eternal rest the other day. Sister Louise, who in the world was Miss Catherine M. Gilligan, came of a devoted Catholic family. Her father was a chum of the late Daniel O'Connell and assisted him at the time when he won Catholic rights in Ireland.

Death of Rev. F. N. L. Dumont.

The Very Rev. F. N. L. Dumont, a priest of the Society of Sulpice, died at Providence Hospital, Washington, last week. He was 77 years old and was president of St. Austin's College, Catholic University. During his career of more than forty years as a teacher in the United States, Father Dumont was superior of the philosophy department of St. Mary's Seminary, Baltimore; president of St. Charles College, Ellicott City, Md.; and president for seventeen years of the Divinity College, Catholic University of America. He was a native of the diocese of Lyons, France.

Death of Father Dooley.

The Rev. Francis Dooley, S. J., President of the University of Detroit, died recently in a hospital in New York. Father Dooley was born in Chicago in 1872. He became President of the University of Detroit in 1911.

Tribute to Nun.

A resolution of regret upon the death of Sister Regina Kenny, for many years at the City Hospital, Mobile, Ala., was passed by the city commission in August and will be spread upon the commission's minutes as an

everlasting memorial to her memory. An entire page in the minute book, to be draped in mourning, will be given the memorial.

Sister Alonzo Shekleton, Murdock.

Sister Alonzo (Miss Marie Shekleton), aged 25 years, died at St. Mary's convent, Sinsinawa, Wis., on June 19. She was born in Lawler, Ia., and when less than a year old came to Minnesota with her parents.

Death of Archbishop Quigley.

A noble friend of Catholic education passed away on July 10, in the person of Archbishop Quigley of Chicago. To him was due the wonderful improvement and growth of the parochial schools of his archdiocese. Recognizing the boundless influence of early training on the mind of youth, the Archbishop was one of the most earnest and untiring advocates of our schools, working unceasingly for them. His Grace was born in Canada Oct. 15, 1855. He was ordained in 1879, created Bishop of Buffalo in 1896, and in 1903 became Archbishop of Chicago. May he rest in peace.

Among the important things accomplished by Archbishop Quigley in Chicago were:

Divided big parishes so as to lessen overcrowding.

Materially improved the system of Catholic education in Chicago.

Created boards of laymen trustees in each parish to supervise finances.

Made certain the creation of the diocese of Rockford by surrendering territory tributary to his own archdiocese.

Appointed Bishop Paul Rhode, a Pole, auxiliary.

Called the first missionary congress of the Church ever held in this country in 1908.

Mother Mary Xavier Mehegan, who died at Convent Station on June 30, belonged in a way to St. Paul, as she was the aunt of Mrs. James J. Hill of that city, and her relatives reside there. St. Paul, therefore, feels her loss in a very personal way.

Sister Anastasia, assistant superior of the Visitation convent at St. Louis, Mo., and for nearly fifty-two years a member of the Visitation order, died August 22, after an illness of four months.

A Zeppelin Kills Two Nuns.

The sad intelligence is cabled that when a Zeppelin airship was destroyed between Ghent and Brussels by British aviators, the aircraft fell, landing on a Catholic orphan asylum, killing two Sisters and two orphans, and injuring many others. The Zeppelin crew of twenty-eight men lost their lives.

Mother Xavier, superior of the Sisters of Charity of New Jersey for fifty-seven years, died in July in her ninety-second year in the mother-house at Convent station. She had been a member of the Sisters of Charity for sixty-nine years, and was one of the most prominent women in the Catholic Church in the United States. Her efforts were responsible for the development of the Sisters of

Charity in New Jersey and several other states. Mother Xavier came to this country from Ireland and founded the New Jersey branch of the Sisters of Charity in one of the small buildings now standing in Park avenue. The convent home alone now occupies hundreds of acres and consists of many large buildings.

Lieut. Lyman P. Spencer, 75 years old, one of the originators of the Spencerian penmanship copy book used in schools all over the country, and a Civil war veteran, died at Sunbury, Pa., in July.

To Honor Nuns.

A year has elapsed since Mrs. Ellen Ryan Jolly, national president of the Ladies' Auxiliary to the Ancient Order of Hibernians, proposed the erection of a memorial to the "Nun of the Battlefield" by this great national organization of women.

The proposed site selected was Arlington National cemetery, which lies across the Potomac on the Virginia hills, but the war department has denied the necessary permission for the erection of the memorial at Arlington on the grounds that the nuns were not in the military service or employ of the government; that none were ever interred in Arlington, and the department refuses to establish a precedent of allowing memorials to be erected where the remains are not interred.

Mrs. Jolly has collected some interesting data relative to the history of the "Angels of the Battlefield," whose service (in the words of Cardinal Gibbons) "was as unique and useful as it was rare and exalted."

Poems of Uplift and Cheer

Prayer.

From "The Passing of Arthur."
And slowly answer'd Arthur from the barge:
"The old order changeth, yielding place to new,
And God fulfills Himself in many ways,
Lest one good custom should corrupt the world.
Comfort thyself; what comfort is in me?
I have liv'd my life, and that which I have done
May He within Himself make pure!
but thou,
If thou shouldst never see my face again,
Pray for my soul. More things are wrought by prayer
Than this world dreams of. Wherefore, let thy voice
Rise like a fountain for me night and day.
For what are men better than sheep or goats
That nourish a blind life within the brain,
If, knowing God, they lift not hands of prayer
Both for themselves and those who call them friends,
For so the whole round earth is every way
Bound by gold chains about the feet of God."

—Alfred Lord Tennyson.



St. Catherine's Home for Crippled Children, at Port Jefferson, L. I., in charge of exiled French Sisters, who several years ago were driven from their Convent in France. Every child in this photograph is afflicted; some are crippled, some blind, some suffering with spinal disease, etc. This picture shows the pathetic procession on its way to the dining-hall.

THE "GARY PLAN."

"Gary is a modern miracle," W. C. O'Donnell, Jr., editor of Educational Foundations, says. "Strong hands have taken hold of the religious education problem and have brought it nearer to a solution than it has ever been since the secular order prevailed. There is beautiful concord at Gary between Jews, Catholics, and Protestants. Under school auspices great meetings are held on Sunday afternoons, not as substitutes for the denominational church services, but as general gatherings of inspirational value to all denominations, meetings that prove there is common ground for all who truly seek religious culture."

"The clergy visit the schools systematically, according to a plan which makes it possible for them to speak to all the children in all the buildings in turn. In addition to this the churches may have the attention of the children of all grades for two hours every day, thus making possible a system of daily religious instruction under denominational control without interfering with the routine work of the schools. The plan has features similar to those long in vogue in European countries."

"As an argument against possible antagonisms of sects, the example of Morganza, Pa., may be cited, where Protestants and Catholics are working in perfect harmony for religious instruction in a state-supported school, using a text-book on Christian doctrine prepared especially for mixed schools."

"It would seem clear to a straight thinker that the only true American way to solve this truly American problem is to put religion into the curriculum just as soon as the necessary preliminary steps can be taken."

"In the name of the democracy whose welfare is interlocked with the highest hopes of mankind; in the name of loyalty to American history, American law, American institutions, and American ideals; in the name of fidelity to the true functions of the public school; in the name of the children, the real beneficiaries of the State's solicitude; in the name of education and the name of pure and undefiled religion, we appeal for the introduction of this vital subject as a required study in the compulsory courses of our public institutions."

SOME SHAKESPEAREAN EXPRESSIONS.

Shakespeare's influence is shown by the extent to which his phrases have become incorporated into our language. Among these are "bag and baggage," "dead as a doornail," "hit or miss," "love is blind," "selling for a song," "wide world," "fast and loose," "unconsidered trifles," "westward ho," "familiarity breeds contempt," "patching up excuses," "misery makes strange bedfellows," "to boot," (in trade), "short and long of it," "comb your head with a three-legged stool," "dancing attendance," "getting even," (revenge), "birds of a feather," "that's flat," "Greek to me," (unintelligible), "packing a jury," "mother wit," "killed with kindness," "mum," (for silence), "ill wind that blows no good," "wild-goose chase," "scare-crow," "row of pins," (as a mark of value), "sold," (in the way of a joke), "your cake is dough."

The girl who playfully calls some youth a "milk-sop" is also unconsciously quoting Shakespeare, even "loggerhead" is of the same origin. "Extempore" is first found in Shakespeare and so are "almanacs." Shakespeare is the first author that speaks of "the man in the moon," or mentions the potato or uses the term "eyesore" for annoyance.

PAYS HIGH TRIBUTE TO NUNS.

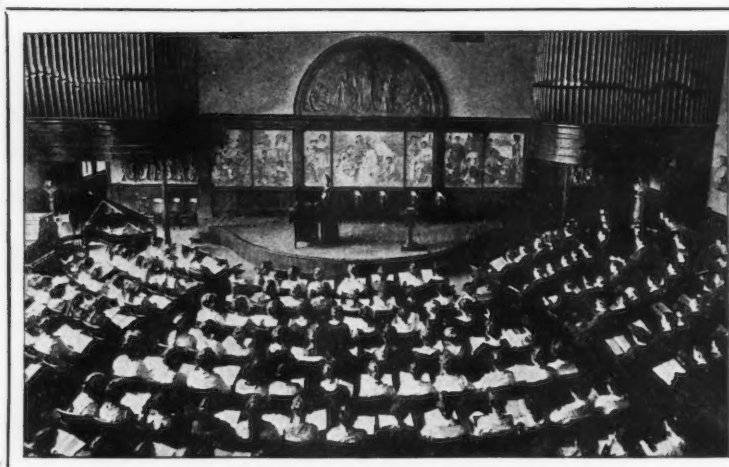
A splendid tribute to the business ability of Catholic nuns was paid the other day by Verner Z. Reed, a millionaire non-Catholic of Denver, who was speaking before a large assemblage at Mount St. Vincent's Orphanage. Rev. T. Malone, who preceded Mr. Reed on the program, had said that this eminent business man would be able to give excellent advice about financial matters to the institution.

"Instead of my giving advice," said Mr. Reed, "I wish the Sisters would advise me in a business way. They can do more with a dollar than you and I can with five. It is remarkable how they are able to erect and sustain such large institutions with so little money. I wish I could get some of them to assist me in my business affairs."

Advertising is now regarded as so vital to the proper conduct of business that not to advertise is evidence of lack of enterprise, and lack of enterprise in this important particular usually indicates absence of up-to-dateness in what the firm has to sell. Thus in perusing the advertisements in any issue of The Journal the reader knows that the firms there represented are not only showing courtesy to Catholic school interests in helping to make this magazine a success, but that they are also evidencing an enterprise which is obviously reflected in the character of what they have to offer the schools in the way of books or supplies.

"In the educational world as elsewhere the conceited lightweight often gets more prominence than those who are really achieving material results in the cause. Who has not noted at conventions the quiet modesty of cultured teachers of many years actual service, in comparison with bumptious individuals whose vanity greatly exaggerates the importance of all they say or do, and whose chief concern seems to be to pose in the limelight as 'educational leaders.'"—Report.

Just Say "I saw it in the CATHOLIC SCHOOL JOURNAL."



—Listening to the Victor Record of *Frühlingszeit* sung by Schumann-Heink—
High School, Trenton, N. J.

Victor in the schools of 2700 cities

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to schools only

When the Victor is not in use, the horn can be placed under the instrument safe and secure from danger, and the cabinet can be locked to protect it from dust and promiscuous use by irresponsible people.

In the beginning, each individual school earned the instrument by entertainments, gathering rubber, paper, etc. Now School Boards in many cities, having had ample proof of the necessity of having a Victor for each building and playground (and often one for each floor in the larger building) are including Victors in the annual budget, exactly the same as seats, globes, dictionaries, ventilators, or any other necessary equipment.

Our recent booklet, "A New Correlation," gives sixty pages of valuable suggestions on how to use Victor Records to help in the teaching of almost every subject in the curriculum.

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"For the rank and file of teachers, and for persons engaged in administration work in education, I regard EDUCATION as one of the best of available monthlies." David Snedden, Commissioner of Education, Massachusetts.

"For many years EDUCATION has ranked as one of a very small number of high class educational magazines. Its pages are a treasure house of current educational thought." J. Franklin Brown, Ph. D., Secondary School Department, The Macmillan Company, New York.

"I have a complete edition in bound volumes from the date of its publication. I find these volumes an

\$3.00 a Year, 35c a number. We will club it with anything you take.

invaluable educational encyclopedia." Assoc. Supt., Andrew W. Edson, New York City.

"Dignified, substantial, suggestive, progressive." Frank Webster Smith, Principal Normal Training School, Paterson, N. J.

"Has stood throughout its long history for large and high mindedness, which it has applied to the great interests entrusted to it." President Charles F. Thwing, Western Reserve University.

"As necessary to a teacher as a medical journal to a physician." Mr. M. T. Pritchard, Master Everett School, Boston.

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THE PALMER COMPANY

Boston, Mass.

Catholics Complete Plans at Big Toledo Convention.

The annual convention of the American Federation of Catholic Societies, the largest Catholic organization in the United States, was held at Toledo, Ohio, August 15 to 18, and attended by a throng of prominent churchmen and laymen from all parts of the country.

The papal delegate, Most Rev. John Bonzano, the representative of Pope Benedict XV., opened the convention with pontifical mass at the Cathedral of St. Francis de Sales. Among the distinguished prelates in attendance were Archbishop Messmer of Milwaukee, Most Rev. Joseph Weber, C. R., of Chicago; Archbishop Moeller of Cincinnati, Bishop McPaul of Trenton, N. J.; Bishop Muldoon of Rockford, Ill.; Bishop Alerding of Fort Wayne, Ind.; Bishop Hartley of Columbus, Ohio, and Bishop Richter of Grand Rapids, Mich.

Large numbers of delegates representing such leading national organizations as the Catholic Order of Foresters, the German Central Verein, the Ancient Order of Hibernians, Catholic Knights of America, Knights of St. John, Catholic Mutual Benefit Association, Knights of St. George, Bohemian Roman Catholic First Union, the South Slavonic Union, Young Men's Institute, Young Men's National Union, Catholic Church Extension Society, Catholic Colonization Society, Catholic Indian Congress, Knights of Father Matthew

and the Lithuanian Roman Catholic Alliance.

Several Indian chiefs were present representing 10,000 Catholic Indians. Other bodies represented include thirty leading institutions, county and state federations and women's leagues.

Catholic Schools Again.

In the recent big contest arranged by the Remington Typewriter Company, among the students of the business schools of the city of New York, twelve medals were offered for the best work. Parochial schools won eight out of the twelve prizes although there were comparatively a small number of contestants from these schools, and a great number from the other public and private schools of the city.

The Board of Education of the city of Los Angeles, Cal., has officially adopted the ISAAC PITMAN SHORTHAND for exclusive use in the high schools of that city commencing September, 1915, in place of a light-line system previously taught. The adoption of the Isaac Pitman Shorthand for these schools was only arrived at after a most exhaustive examination by a special committee appointed by Dr. J. H. Francis, city superintendent of schools, of the different systems and textbooks now on the market, including not only the Pitmanic methods, but light-line and connective vowel systems as well.

The following works published by Isaac Pitman & Sons of New York have recently been adopted by the New York Board of Education for high school use:

- "Student's Practice Book."
- "Advanced Speed Practice."
- "Expert Stenographer."
- "Knitting for Infants and Juniors."

"Justrite"
WRITING FLUID POWDER
This Powder makes a Writing Fluid equal to any sold in liquid form.

Writes a bright blue; turns a permanent black. Will not fade like the ordinary inks. It is the ideal ink for Banks, Offices, Business Colleges, etc., where the best grade of ink is required.

"JUSTRITE" BLACK INK POWDER makes a very good ink for ordinary letter writing or common school use. No FREEZING; No BREAKAGE OR LEAKAGE; No FREIGHT TO PAY.

"Justrite" Cold Water Paste Powder. This Powder makes a very good substitute for Libray Paste, costing only about one-fourth as much. Will not spoil; can be mixed as needed in cold water; no cooking necessary. Put up in sealed packages. Special inducements to School Boards and users of large quantities. Prepared by

George Manufacturing Co. (not incorporated)
2931 W. Harrison St., Chicago, Ill.

The publishers of The Journal are giving Catholic teachers as complete and expensive a school magazine as any in the United States—secular or otherwise. Show your appreciation of the special efforts made in your behalf by seeing that your account is paid up for the current school year. Remember that by re-mitting now you get the magazine for \$1, while for those who have to be billed later on, the price is \$1.50.

VACATION SCHOOLS.

Rapid progress is being made in the United States not only in the number of cities which now conduct vacation schools but also in the purpose and scope of these beneficent institutions. According to the Russell Sage Foundation 141 cities reported summer schools with appropriations totalling \$300,000 and undoubtedly there will be more this year.

It is not many years since the popular conception of the vacation school was the humanitarian idea of affording relief from the oppressive heat of the large city, from the filth, noise and danger of streets and alleys for the children of the poorer districts. Undoubtedly the vacation school has done wonders for the children of the great crowded centers of New York, Chicago, Philadelphia and Boston. In the smaller cities, however, the idea never has taken root because bad conditions did not exist which would justify the expenditure of considerable sums.

Of late, superintendents have offered a more definite field of activity for the vacation classes and have enforced their recommendations by pointing to actual educational results achieved. Here the factors of economy and efficiency have been the most potent arguments.

Four classes of pupils are being generally suggested for enrollment during a special vacation term:

1. Those who have failed of promotion.
2. Over-age and exceptionally bright children who may be enabled to "make" an extra grade.
3. Foreign-born children who need help in English.
4. Children who need attendance credits for the legal number of days required for employment certificates.

For the first three classes the saving of a half year, or even a full year of school time, is an economic advantage that need hardly be argued. It is direct saving in the cost of instruction for the time gained, which no prudent school board will want to lose. The possibility of imparting higher instruction during the time gained will appeal to school officials who desire every child to receive as much instruction as he will accept.

Schoolmen have found too that the vacation school, by reason of its simplified course of study and by its intensive study of a few subjects, awakens the interest of children who have not been interested during the regular term and that it gives the teachers a clearer insight into the real needs and capacities of individual "hard cases."

Just at present, there is a great need for a scientific study of the vacation school, with particular reference to the best means of organization and management. True, the purposes and possibilities are rapidly becoming understood, but too little is known of what has and is being accomplished. It will be interesting to see whether a governmental office, national or state, or a private organization, will compile the data and point the way.—Exchange.

Our Own Today.—The standard of our American Catholic magazines is steadily rising, and a new school of Catholic fiction writers has arisen ere we are aware. Most of them are succeeding in writing real Catholic stories—stories, that is, that are not merely incidentally concerned with people with Catholic names, but stories that deal intimately and interestingly with phases of Catholic life. Our pupils should accordingly have more than a bowing acquaintance with such publications as *Extension*, *Ben-ziger's* and *The Magnificat*.

"But we are a perennially hopeful race and happily unimaginative and dully content with the Real. So we unquestioningly acquiesce when grave historians tell us that in each and every historic struggle the juggernaut determinant of the If acted favorably to the best interests of civilization and progress; so, too, would we obligingly believe had the determinant favored the opposing cause. Perhaps to all-conquering Progress as to world-conquering Rome all battles are victories; either as a victory proper with roll of triumph-drum and flash of conquering colors, or as that grim Cannae-defeat potential of a future Zama-victory. It is well that there should be two possible interpretations of the answers of the oracle; thus in Truth ever serenely secure unperturbed by the errors of mortals."

THE SUPREME NEED OF THE HOUR.

By a Catholic College Professor.

Father Rickaby is not the first Catholic writer to point out the supreme need of religious training as the foundation of all true education. This truth is as old as the Church. But he has the knack of presenting a pithy and substantial argument in a nutshell.

Religion is not simply a lesson, not merely another "R" to be added to the well-known three. When will some of our "good" Catholics, those especially whom the Lord has blessed with earthly goods, begin to realize the proper place of religion in the education of their children? When will they tear away from the leading strings of the world and stop sacrificing the best interests of their offspring to the damnable fashion of attending non-Catholic schools?

It is pathetic in the extreme that little children should meet with such cruelty at the hands of those whom their natural instincts teach them to love best in this world, and that the rich promises which they one and all hold out of a sturdy and splendid Catholicity should be rudely nipped in the bud by their very progenitors. Religion is a discipline of the whole man. This is why religion may not with impunity be divorced from politics, or any other legitimate activity, whether public or private. A good Catholic schooling is undoubtedly among the most indispensable requisites for a useful public career. Catholics are sometimes cautioned against becoming "politicians." In the sense in which this caution is generally uttered, it is excellent. But we would rather say: Become a politician if you wish, but let the leaven of Catholic principles so permeate your activity that, when the world deals with you, it feels that it is dealing with a four-square Catholic.

The simple fact is that neither the pulpit nor the press in this country is sufficiently enlisted in the services of an all round Catholic education. Let us preach the need of the Catholic school, both primary and secondary, opportune, importune, especially to the would-be fashionable set, because they are as a rule the most flagrant offenders. To fight for the Catholic school is to fight for the victory of the Church.

It is astonishing what "excuses" the children of this world will sometimes dig up to soothe their tender consciences in preferring secular institutions. This is not the place to show these excuses up in their ugly nakedness. One of the most absurd is the plea of inability. People with means enough to dress in costly style, and who do not hesitate to pay a thousand dollars for an automobile, will refuse to send their boy to a Catholic college instead of the local public high school, because, forsooth, they "can't afford it." How far such parents are from realizing the duties which they owe to their children! They love the bodies, but not the souls of those whom they have brought into this world. Here the Catholic conscience needs to be stirred up, here is where toleration on the part of the clergy—a thing not altogether unheard of—shades over into evil co-operation.

A sermon on religion as "the discipline of the whole man" is always timely.

OUR CATHOLIC SCHOOL SYSTEM.

"The greatest religious fact in the United States today," says Bishop Spalding, "is the Catholic school system, maintained without any aid except from the people who love it. Stretching from coast to coast, from Canada to the Gulf of Mexico, flourishing in every town and city, the pride of every diocese and archdiocese, with a unity of purpose and a flexibility of management, owing to local conditions, it challenges the attention of thinking men within and without the Church. It represents \$100,000,000 in buildings, and \$15,000,000 annually in expenditures. It occupies the time and attention of some 30,000 teachers, and cares for over 1,000,000 children. It has grown with the growth of the Church herself, from humble beginnings to its present magnificent proportions."

List of Catholic Discoverers.

The discoverer of the Atlantic states of this republic was John de Verrazani, a Catholic. He coasted along the shore from a point not far from Wilmington, in North Carolina, as far north as Newfoundland.

The discoverer of California and conqueror of Mexico was a Catholic, Fernando Cortez.

De Soto, a Catholic, conquered Florida and discovered the Lower Mississippi.

The discoverer of Lower Canada and the River St. Lawrence was James Cartier, a Catholic.

The discoverers of the mainland of North America were the English Catholics, John and Sebastian Cabot.

The founder of the oldest city in the United States—St. Augustine, Fla.—was Peter Melendez, a Catholic.

The Catholic, Sir George Calvert (Lord Baltimore), was the founder of Maryland.

The discoverer of Lake Huron was Joseph Le Caron, a Franciscan monk.

The founder of Quebec and discoverer of Lakes Champlain and Ontario was the Catholic, Samuel de Champlain.

The missionary of the Iroquois was the Jesuit, Isaac Jogues, and the Jesuits are Catholics.

The first missionary of the Hurons was John de Breboeuf, Jesuit.

The first governor and chief justice of Maryland was Leonard Calvert, a Catholic.

The first missionary in Maryland was Andrew White, Jesuit.

The discoverer of the Upper Mississippi and the apostle of the valley of that river was the Jesuit, James Marquette.

The commander of the cavalry in the revolutionary war was Stephen Moylan, a Catholic.

The first newspaper in America that gave accurate reports of the legislative debates, was established by Matthew Carey, a Catholic.

Charles Carroll of Carrollton, whose signature on the same document bespeaks sterling courage and unselfish patriotism, was a Catholic.

Gen. James Shields, who obtained the first charter for the city of Chicago, was a Catholic.

Gen. Sheridan died a Catholic and his eulogy was delivered by Cardinal Gibbons.

Praises Catholic Schools.

Speaking at Yale University recently, George Wharton Pepper paid the following tribute to the teaching system of the Catholic Church:

"There is no doubt in my mind that the Roman Catholics have the finest system of teaching possible and I am positive that the time is coming when a move will be promoted to have each religion care for the education of the children of its creed just as the Roman Catholics are doing at the present time. I believe that these various religions will receive a small compensation from the state for the education of each pupil. In this way the children of each creed will be freed from the rival claims of other creeds, and the time is not far off when to know God will be considered the greatest of all the uses of the

human mind. And when this move is started you may be sure that it will have strong political backing."

In a former lecture he said:

"In the Roman Catholic Church, where much of the educational work is done by the clergy, or by the Sisters, in a struggle for the religious education of the young, they are undertaking that work against fearful odds. It is a terrific sacrifice on the part of the Roman Catholic brethren and the wonder is how they can endure the sacrifice."

AN IMPORTANT BOOK

FOR CATHOLIC LIBRARIES.

"The A. P. A. Movement"—A history of the rise and methods of anti-Catholic agitation in the United States, by H. J. Desmond. This book is conceded to be the most authoritative reference work on this subject. It has been purchased by all the leading public libraries and universities of the country. Cloth bound, postpaid, \$1. Send orders with remittance to H. J. Desmond, Publisher, 846 Wells Bldg., Milwaukee, Wis.

GET THE HABIT of looking over the advertisements in The Journal. They all present propositions of special interest to school people. We frequently receive requests from readers as to where they can secure certain books or supplies when the very thing is being advertised by some firm in our pages. Order directly from the firm advertising, not through The Journal. It is always advantageous to all concerned for you to mention this magazine in writing business firms.

HENRY FORD GIVES \$1,000,000 FOR CAMPAIGN FOR PEACE AND AGAINST "PREPAREDNESS."

DETROIT, Mich., Sept. 4.—Henry Ford announced on Sept. 4 that he had set aside a fund of \$1,000,000 on Sept. 4 to start an educational campaign for peace and against "preparedness," which he declares to be the cause of all wars.

"This campaign will be carried on in the United States and the other nations now at peace," said Mr. Ford in announcing the fund. He will give a large cash prize for the writing of a history of war that "shall not make demigods of soldiers and shall show war in all its horrors, instead of glorifying the slaughter—a history that shall discourage war by telling of the great things of peace."

The summer session of the Sisters' College at the Catholic University closed on August 7. A western division had its schools at Dubuque, Ia. At the two institutes eighty-six teaching orders were represented with 501 Sister students. Of these 297 were at the university.

On Oct. 2 next, the sixtieth anniversary of the dedication of the chapel of the Sisters of Notre Dame will occur. It was on that date in 1855, that Bishop Henni, of holy memory, solemnly dedicated to God the beautiful chapel of the Sisters under the title of "St. Mary of the Holy Angels."

Wright's Civil Government of the United States and Wisconsin

WISCONSIN EDITION

New edition, thoroughly revised and brought up to date, just off the press. Remember that the Constitution of the United States and the Constitution of Wisconsin are required by law to be taught in all public schools in the state. This law is not complied with by a book on civil government which does not explain the Constitution of both the State and the United States fully. Wright's book does this.

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Sanitary Steel Desks for the Teachers.



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Sanitary Steel School Furniture

Furnish your School with Modern Fire-proof Sanitary Furniture.



Desk for pupils



Work Benches for the Boys.



COLUMBIA SCHOOL SUPPLY COMPANY
INDIANAPOLIS

A Bright Boy.

Lawrence J. Daly, 6630 Ellis avenue, Chicago, is the champion long distance scholarship winner of the world. When he graduated from the Holy Cross parochial school last week he was astounded to learn that as a reward for his high standing in his studies he had been granted scholarships which, if he takes them both, will sentence him to eighteen solid years of study in higher institutions of learning at home and abroad. Young Daly is now 15 years old, which would mean he would be 33 by the time he had completed his education if he used both scholarships.

The first scholarship, which was awarded him for having the highest average in his work at Holy Cross, covers ten years. The first five are to be spent at Sacred Heart College in Chicago and the second five may be spent at either St. Mary's College in Baltimore or the American College at Rome.

The second scholarship was given Daly because in a competitive examination with the best students of all the parochial schools in Cook county he took first place. It gives him free tuition for eight years in St. Ignatius College of Chicago. Daly, who is the son of P. J. Daly, deputy county treasurer, has not yet decided which of the free educational gifts he will accept.

Reverence and Affection.

Family affection and respect for old age; these are the two social elements which Catholic education strives to develop, and which the new politico-social systems would like to destroy. We remember a picture of family joy. An aged man is seated in an ample chair, receiving the felicitations of his grandchildren on his eightieth birthday. At sight of those smiling childish faces, the good old man is brought back to the days of his own beautiful and joyous youth. How rapidly it passed away, leaving behind only a few uncertain memories! Nevertheless some of the vicissitudes and some of the bright moments of those first years he sees reflected in the faces of the little ones. The reasonableness of humility strikes him forcibly as he looks back upon life, and experience has made plain to him the meaning of Our Lord's injunction, "Unless you become as little children you shall not enter into the kingdom of heaven."

We desire to call the special attention of our readers to the first-class business houses that advertise in the columns of The Catholic School Journal. These enterprising firms are thoroughly reliable, and in every way worthy of the patronage of our readers.

Catholic High Schools.

In its report on the condition of Catholic secondary education the advisory committee of the executive board of the Catholic Educational Association has divided the high schools into three classes—parish or independent high schools containing boys college high schools and girls' high schools or academies.

On the first class the committee found that there were 599 schools, with an attendance of 29,476 in the high school grades—17,594 boys and 11,882 girls. In the college high schools or preparatory departments there are 17,204 secondary students, with 989 teachers. The girls' high schools number 577, with 27,858 high school pupils. Altogether there are 1,276 secondary schools, the combined attendance amounting to 74,538. Of this number 34,798 were boys and 39,740 were girls. Much direct evidence is at hand to show that new Catholic high schools are springing up all over the country.

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Picture Lessons for Language and Composition

This work is intended for Fourth, Fifth and Sixth Grade classes. Each picture with lesson may be cut out and pasted on heavy paper or stiff card board, and given to the pupils. Pupils may be required to recite orally and write out the lessons on paper in turn. A variety of ways may be devised for using the pictures.



Frank's Birthday Present

Make up a story from this picture calling it Frank's Birthday Present. Think it over and then tell it to the class. Afterwards write the story neatly on paper for your teacher.

SUGGESTIVE OUTLINE.

Frank Hale—the boy's name—living in country—ten years—

Birthday—time of year—of month—vacation or school time an express package—his Uncle James.

The Present—describe it—eager to sail it—mother's permission. Early morning—mill-pond—two hours—great sport—

Message to Uncle—tell what he said in his letter to his uncle.



Driving Horse

Tell or write a story about this picture according to the following

SUGGESTIVE OUTLINE.

The Boys—their names—James the younger visiting his cousin Henry in the country—

Time—summer—vacation or school time.

Plays—good times playing together—Henry's dog—its name—color—driving horse—stream—bridge—ducks swimming—dog barks—

At Night—tired—hungry—sleepy.



Bees

Write a story about this picture according to the following

SUGGESTIONS.

The bees little house—called a hive—It is summer time—the flowers are in bloom—the bees are busy all day—they make honey-comb with sweet honey in it—get the honey from flowers—the honey-comb is made of wax which come from the bee—bees travel many miles sometimes to get the sweet juice of flowers—Every hive has three kinds of bees; a great many workers, a few drones, and one queen—the queen bee stays in the hive and lays eggs—the drones never do anything—the workers make the honey and keep the hive clean.



The Pet Lamb

Look at this picture and read the suggestions following and tell to the class a story about the picture.

SUGGESTIONS.

Little girl who lived in the country—on a large farm—six years old—her name—her papa had many sheep and some little lambs—the lambs run, and jump, and play in the meadow—her papa gave Lizzie a little lamb as white as snow—she named it Snow-White—Snow-White's mother was dead—Lizzie fed the lamb sweet milk from the cow, the lamb runs to meet Lizzie—its wool is soft and white.

THE SCHOOL PROGRAM AND THE SCHOOL PLAN

Christiana Mount, Grade Critic Teacher, New Jersey

THE PROGRAM

It is somewhat surprising, in dealing with teachers of graded schools, to find how little interest they take in the work of grades other than their own. The country teacher, with every grade from the first to the eighth to teach, altho at some disadvantage, is able to view the child's school career as a whole and to form a more just estimate of the importance of this or that portion of it. The grade teacher, whose whole outlook is focused on the fifth year or the third year, is liable to have exaggerated sense of its importance, if she does not indeed, regard it as the only period in the whole school course when the child has chance to learn something.

She should change her grade whenever she can in order to get a broader outlook of her work, and she should at least know the work of the grade above and below.

No invariable rules can be laid down for the making of a program for a school with several grades. The particular program must be made in view of the particular conditions that each such school presents. Some general principles may be stated, however, that may be useful as guides. These form part of the New Jersey State Monograph on Plan Making.

1. Few recitations should be given as little as ten minutes of actual recitation time. In subjects that require discussion, particularly in the upper grades, twenty to thirty minutes should be assigned for a recitation. This would mean ample provision for seat work for the other grades.

2. In making out a program, provide for "between times." Do not have the program assign ten minutes to an exercise when five minutes of this time are regularly taken in going to and from class, in looking over the work of other pupils, etc.

3. In an ungraded school more liberal allowance should be made for "between times" to properly supervise the work being done by the pupils who are studying. In fact, a ten minute period may profitably be devoted two or three times a day to such oversight and assistance.

4. The program should be workable and rigidly adhered to. The most valuable habits that a school can and should establish are the habits of promptness and regularity in the doing of work. School should begin promptly on time, close promptly on time, if possible, and the schedule for the day should be regularly carried out. Supervisors may be of great help here in advising with the teacher to the end that a workable program be arranged.

5. The program should be planned so that the work of the school may go deliberately, without hurry, and in a businesslike way. This can only be accomplished by making a careful plan, and by selecting all materials before school, and drilling in quick distribution or rapid passing of necessary materials.

6. If the school day is five hours in length, the teacher should arrange to be at her desk one-half or three-quarters of an hour before the opening of the school to make preparation for the day's work and to give individual assistance. It is a good custom to dismiss occasionally those who do not need help one-half hour earlier in the afternoon and give extra help to those who need it. Many teachers require the older pupils to attend earlier so that they may receive the necessary attention when their minds are more plastic.

7. The care of the register and other clerical work should not be done in school hours.

The teacher should not perform any mechanical work that may be easily performed by the pupils, i. e., distribution of materials, cleaning of boards, etc.

8. The program should be hung in some conspicuous place or it should have a place on the blackboard.

9. Children in the first grade (beginners) should not be confined in school longer than four hours, two and one-half hours in the forenoon and one and one-half hours in the afternoon. They should be dismissed earlier.

Five hours will be sufficient for children in the second and third grades. The good received in any day by school children is determined by the amount of, and quality of effort they can put into their work. This amount and quality of effort is limited by their power of mental and physical endurance under the restraints of school life. It is questionable whether a school day of six hours is profitable for children of any age unless there is a large amount of manual work, unless all of the preparation work is done in school.

It is a good plan to devote the last twenty minutes to quiet study. This will teach concentration.

FIRST DAY

Be in the room ready to receive pupils.

If a First Grade, have a couple of older pupils to take off and hang wraps.

Learning pupils' names.

If town or district does not supply cards, have ready some blanks arranged as follows:

Name

Age

Address

Parents' name

Date of birth.....

When vaccinated

These cards may be used for calling upon the pupils until the teacher is sure of their names.

If first grade, where pupils come alone, cards may be sent home to parents to fill out.

Second grades may fill out a part of card.

Third and grades above should be able to supply information.

1. Make a plan of room. Write pupils' names in proper places.

2. Write names on small slips.

3. Pin slips on pupils (if you need such aid in learning names of pupils).

4. Or write names on paper and paste on desk.

Make a beginning the first day. This gives the pupils a sense of obligation.

Have morning exercises no matter how late—makes an impression.

Always begin with "Good morning, children," a simple act of courtesy.

Teach your own name.

Require pupils to say "Yes Miss, No, Miss" Sir and Ma'am are used when the name of the person addressed is unknown.

If the use of the Bible is permitted in the school, read from it, preferably the Old Testament. A Bible story is best of all—Schaefer's or Baldwin's or Felix Adler's Moral Instruction (D. C. Appleton Co., N. Y.) will be of great assistance.

Recite The Lord's Prayer or the poem, "Father We Thank Thee."

If the pupils are new repeat the words of some simple song (a good song on page 29 of this magazine), then have the music played for them once or twice so that they get the air. Tell them they are to have words and music next day.

MORNING TALK FOR SEPTEMBER

Subjects—Never be ashamed of your work if it is honest; be ashamed of the way you do your work.

Or cleanliness.

THE SCHOOL PROGRAM

Cleanliness—A person lacks respect towards school and others when he is dirty. In the yard. In the lavatory.

A memory gem—

The clock's quiet voice says
Tick, tick, tick,
Do what you're told
And be quick, quick, quick.

OTHER SUGGESTIONS

Cut numbers from calendar and paste one beside each hook in closet and on each desk.

First grade pupils may not recognize these numbers at first, but will soon learn.

Pupils should be told to use their own lavatories before coming to school. This lessens the need for frequent leaving room. To use the school lavatories at recess.

Show them their proper stations in yard.

Have a calendar on an unused board with a quotation.

Ask pupils to note the weather each day. Make a sun for clear weather.

Umbrella—rain.

Mittens—cold.

Snowflakes—snow.

Raindrops—rain.

Kite—wind.

Older pupils may observe the wind and temperature.

U. S. Weather bureau will send cloud pictures on application.

MONITORS

Little pupils like to be busy and taking charge of something gives a sense of responsibility. Need watching as they are untrained.

Take monitors from alphabetical list. This does away with favoritism and gives every one a chance.

Change once a month.

Deprive naughty pupils of the privilege.

The teacher should never do any work which the pupils can be trained to do, i. e., distributing papers, erasing boards, etc.

Paper Monitors.

Pencil and Pens—Each pencil numbered.

Do not allow pencils to be sharpened during school hours. Each pupil should have two.

Keep a box of pencils on the desk.

If pupils' pencils should become worn or broken exchange for one from the box. It is an easy matter to sterilize by some disinfectant before returning to box.

Waste Basket Monitors.

Ink-monitor—Ink wells half full of ink. Add a few drops of water each day. Wash on Friday. Fill on Monday.

Book Monitor—Distributes, collects, examines books, reports those who have defaced them.

Older pupils attend to ventilation and take temperature.

(In the October number Miss Mount will present some valuable suggestions for making school plans.)

A PLUMP LITTLE GIRL AND A THIN LITTLE BIRD

A plump little girl and a thin little bird

Were out in the meadow together.

"How cold that poor little bird must be

Without any clothes like mine," said she,

"Altho it is sunshiny weather!"

"A nice little girl is that," piped he,

"But oh, how cold she must be! For, see,

She hasn't a single feather!"

So each shivered to think of the other poor thing

Altho it was sunshiny weather.

—Mary Mapes Dodge.

SEPTEMBER NATURE STUDY

HOW SEEDS TRAVEL

Some Make Journeys With Wings; Others Hook Themselves to Moving Objects

Some seeds make journeys with wings, and others travel from place to place by attaching themselves to the clothes of men or the hair of animals; still others make their journey in the stomachs of birds. These are facts that will interest the young people who are taking an interest in agriculture and are working in a garden at home or at school. According to the United States Department of Agriculture's specialist, the seed as the starting point in the life cycle of a plant may well be studied first by young gardeners.

The seeds of the maple tree are particularly interesting. They are provided with wings, and when they become detached from the parent tree a gentle breeze will carry them a considerable distance from the branch to which they attached. There are many forms and modifications of the winged seed, as the linden, the hornbeam, the elm, and the pine. These are all common trees from which seeds for illustrative purposes can be secured.

Some seeds are also provided with parachutes or umbrellas, not for protection from rain and storm, but for purposes of locomotion. The seeds of the thistle, the milkweed, and the dandelion—in fact, the seeds of

all plants which have a cottony growth—are provided for these aerial journeys.

Besides these, some seeds are provided with hooked appendages by which they can attach themselves to the clothing of men or to the hair of animals, so that they become transported from place to place. Other seeds have hard seed coats, or shells, which are covered in many cases by edible fruit. The fruits are eaten by birds, but the seeds are not digested, and in this way become distributed from place to place. The groves of cedars which are characteristic of the landscape in many sections of the country, it will be noted are chiefly placed along the lines of fences or fence rows. The fruit of the cedar is an edible one, but the seed is not digestible, and in this way the existence of these hedge rows of cedars is explained. Cherries, grapes and other fruits are to a considerable extent disseminated in like manner.

The hard nuts of our nut-bearing trees are not used as food by birds or large animals, but are usually sought by squirrels and small rodents, which are in the habit of gathering and burying them in various places or storing them in large quantities for winter use. The result is that a considerable percentage of those which are buried in this manner are never rediscovered by those hiding them, and in time nature causes the hard shell to crack open, and the warmth and moisture of the soil brings the germ contained in the kernel into life and a tree springs into existence. It will be noted that the nuts which are buried by the squirrels did not germinate immediately after being buried, but waited until the warm weather of the spring came before they put forth their tender shoots. This is not because they willed it, but because the hard

outer walls of the shell would not admit the air and water to the germ, so as to stimulate its growth.

It was necessary that the shell be frozen and broken by the action of the frosts and the weather before moisture could gain an entrance to cause the swelling of the germ. This peculiarity, when taken advantage of commercially, is called stratification. Seeds with hard shells, such as cherries, peaches, plums, and the like, have to be stratified—that is, they must be planted in the fall where the plants are to grow or they must be packed away in boxes of sand in a position where they will freeze and remain frozen during the winter, in order that they may germinate the following spring. If seeds of this character are stored and kept dry during the winter they will not germinate if planted in the spring. Seeds with thin seed coats, however, like peas, beans, etc., if treated in like manner, will be destroyed by the action of the cold, and no plants will result from planting them in the autumn. Such seeds must, from the nature of the case, be retained in a dry and comparatively warm place during the winter season, in order that their vitality may not be destroyed.

BRINGING NATURE INTO THE SCHOOLROOM

C. Bertha Holt

One day as I was wandering thru the woods in search of flowers thinking to use them in my nature work and so bring a bit of "God's out-of-doors" into my city school, I came upon an old moss-covered stump that appeared so beautiful and was so prolific with matter for study I involuntarily exclaimed, "Oh, I wish I had this wonderful old stump in my schoolroom." Then came the inspiration, "Why not take it there?" and with the inspiration came the revelation of the way to consummate it.

I stooped and broke off a liberal piece of this old partially decayed stump. Earlier in my walk I had found several different kinds of fungus growths, the beautiful red cup-shaped peziza, the polystictus cinnabarinus, the merulis and others. With these I collected some moss, the real moss and the ground pine and two flowering plants, root and all. When I reached home I secured a baking pan about 10 by 15 inches. In this I placed my pieces of stump, bolstering it up so as to make it look as large and attractive as possible. Next I put my little plants near it as they grew in the woods. I lined my pan with moss, arranging my gray, red and brown fungi on the stump and moss. Putting pan and all in a large flat pasteboard box I carried it to school with but little trouble. On taking it from the box I sprinkled it well and when it was deposited on our table covered with old green felt, it was beautiful, beyond my power to describe.

That old pan contained material enough from which to draw for a term; the growing plant, root, foliage, blossom and seed, the decaying wood and the formation of soil; the moss, the ground pine, the lichen and the fungi, their office and manner of growth; each subject admitting of unlimited development.

The joy of it is, it lasts and grows more beautiful each day. At the present time there are several little seedlings that have grown out of the old stump; a number of insects have also hatched from eggs that must have been deposited there, and the two little plants are putting forth new foliage. We have done nothing but keep it wet.

Try it if you are interested in nature work.

A NATURE STORY—THE SEA-GULLS' BOAT TRIP

Frances J. Squiers, Lansing, Mich.

One day as I was sitting on the deck of the beautiful steamship Juniata, on Lake Superior, taking a delightful

trip from Duluth to Mackinac Island, I discovered with much surprise and greater delight that the boat had other passengers than those who occupied her cabins and staterooms and lounged upon her decks. Like many other passengers, these did not come aboard at our starting point, neither did they purchase any tickets, or get on at any landing. But they rode with us from early morning until late afternoon.

How could they do it without any ticket? you ask. In the water? No, but in the air. Now you are thinking of airships. Wrong again, but somewhat right after all, for these interesting passengers did fly.

Yes birds, beautiful, snowy white sea gulls, with graceful bodies and strong wings. A few of them were black and white—white bodies with black and white wings—and some of them were grey, with black and white wings. Still others had just black on the tips of wings and tail.

You are wondering how they could be riding with us. Perhaps you remember how the birds we know go away to the sunny southland when fall comes. We have listened to their cheery songs all summer and loved them for their companionable ways—and loved to have them build their nests in the trees and ledges near our houses.

If we are thoughtful enough to scatter crumbs for them, they come to our door steps for their breakfast. When the cold days come they gather in flocks and fly away; not so much to find warmth, as they have a very warm coat of feathers, but to find food.

This is the secret of the sea gulls going with us on our boat ride. The wise little things, with their sharp eyes, have discovered that many nice morsels for them to eat are thrown from the boats that pass up and down our Great Lakes. Fishes, too, have found this out and follow the boats in the water just as the sea gulls follow them in the air. This, too, gives the sea gulls a fine chance to fish, for they enjoy a fish dinner as much as we. It is an interesting sight to see them hover along close to the water, then suddenly dart down into it and secure their prey.

Early one morning a few of us were attracted by some queer hoarse notes above us, and, upon investigating found they came from a little flock of sea gulls, apparently flying along with us. Others soon came and still others, as we progressed, until in a couple of hours there were hundreds following the boat. They had come from the many little islands and rocky places near the shore, where they built their nests. There is an island in Lake Michigan called "Gull Island" because so many sea gulls make their homes there.

Their presence was gladly welcomed by bird lovers on the deck, who threw out peanuts and fruit to them, watching them dive after them. The gulls seemed to enjoy the sport as much as the people, and kept continually crying and calling with their hoarse voices. We wondered how such beautiful birds could have such ugly voices.

In a short time something happened, for which our feathered guests evidently had been waiting. The steward from the deck below cast out a couple of buckets of scraps from the dining table and kitchen, which proved a veritable feast for the gulls. Now they chattered and circled and dived, then up they came with beak full of some delicious morsel, all the time crying and squawking in their bird tongue to each other. Then we witnessed a bit of a quarrel; two of the birds were after the same tid-bit! But, look! here is something that delights us—a bird is sharing his sweetmeat with a tiny little bird who does not, as yet, seem to know how to dive.

For several hours we watched them, until the dinner gong finally called us below. When we again came on deck, we found the boat had left the gulls far behind. They were only specks in the distant sky. Never will we forget the joy of that trip with the beautiful sea gulls.

HOUSEHOLD ARTS AND DOMESTIC SCIENCE

Annetta B. Cooper and Janet G. Cation, Illinois

PROBLEMS IN GRADE SEWING

When a class of fifth grade children were recently asked which of their sewing problems for the year they liked best and which they liked least, their answers showed that, in spite of their lack of any technical knowledge of lesson organization, they had a certain sensitiveness, or "feeling" for the requirements of a good sewing problem.

The majority of them chose for the problem they liked best the apron "because it was useful" and "because it could be worn." Some of them selected a sachet, "because it was made from pretty ribbon," and two thought knitting best "because it was so much fun to get the stitches off without dropping them." They did not like articles that they thought they could not use, or that were so difficult that constant mistakes upon them destroyed the interest, or that were so long as to grow tiresome.

There they are, the three requirements of the sewing problem: it must be useful, attractive, comparatively short. These children had ferreted out the three vital points of every good sewing course; and only by heeding their naive criticism can the teacher hope to organize a course that will prove successful. Such a course will consist of problems each one of which is obviously useful, attractive enough to capture the interest of the child, and short enough to hold the interest thruout.

With these requirements in mind, the teacher should at the beginning plan her course of study. This course will vary widely with differences in environment and available funds; but in every case it should be unified by a definite plan at the first and not worked out in a haphazard, hit-or-miss way thruout the year. The fundamental stitches must form the basis of every sewing course and one teacher has planned a course in which these stitches are applied on articles for the sewing box, such as pin-cushion, needle book, and emery bag. The course of study of another consists of attractive things for a girl's room; a dresser cover, handkerchief case, and laundry bag.

This definite planning of the course of study should be done very carefully and details should be accepted only as they meet the requirements of usefulness, attractiveness, and comparative shortness.

Usefulness of course varies with the community. That which is useful to a girl in one environment may be entirely worthless to a girl in another. In a residence district of a city where most of the girls take music lessons, a good sewing problem might be a feather-stitched duster to be used specially for the piano or other highly polished furniture. How inappropriate this would be, however, in a mining district, where piano playing—and even dusting—is almost an unknown art. Here it would be better to teach the hemming of a dish towel or the making of an attractive unbleached muslin underwaist. Then again, a flannelette spoon case would be an excellent problem for girls whose families have reserve silver, but palpably absurd for children of families that do not possess a single silver spoon.

The course must adapt itself to the community in the matter of expense, also. The course must often depend upon materials that may be found in the homes. Sometimes even a few pennies cannot be spared by the parents, so problems which can be worked out upon bright scraps from the mothers' work baskets must be thought of. Scrap-bags often contain workable pieces of silk or bits of lace. Probably in no community will the cost of the sewing course be allowed to exceed the cost of an ordinary textbook in any other course. The teacher

must not allow her enthusiasm to work out a plan so expensive as to bring sewing in the schools into bad repute; and in order to have one or two more costly problems she should make use of what free material the community presents.

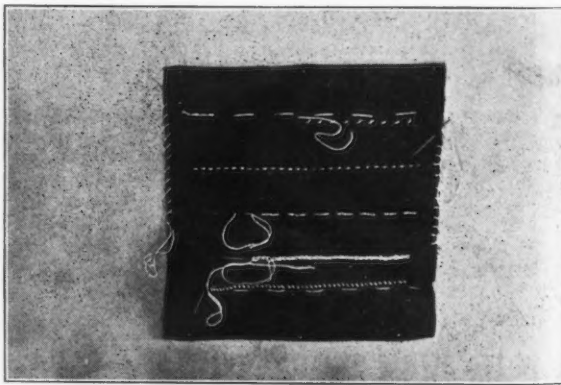
The easiest way to make a problem attractive is to use attractive material. The "feel" of the cloth and its color are probably the two most important qualities to be considered. It is thought by some that the children should buy their own material because the buying would train them, teaching them by their mistakes and preventing the possible friendly attitude toward material put into their hands by a teacher. In some cases this idea may work out, but experience seems to record its failure. The children spend too much money and the parents object; always the teacher with her experience and by buying in quantity can purchase infinitely cheaper. And often the children use so little judgment in their purchases, that they are no more satisfied than they are with the teacher's ideas. Then the very great variety in materials causes trouble. Taken all in all, it seems best for the teacher to do the buying.

The third requirement of a good sewing problem is shortness. This does not mean that no long problem may be selected; it does mean that any successful long problem must consist of many and varied short problems. For instance, a most successful problem is the kimono night dress, on which girls may work for months; but in it are various problems of seams, hems, and sewing on lace. Each of which is short, interesting and valuable. If a problem is too long, it fails to hold the interest, no matter how interesting it may have been at the start.

It is desirable to keep the class as nearly together as possible and long problems make this task harder. Girls have such widely varying ability that some seem to have finished a problem before others have got fairly started. Long problems make this difference actually—tho not proportionally—greater. The teacher should keep at hand extra problems for the quicker pupils and start the whole class together on the problems actually outlined in the course.

DIRECTIONS FOR STITCHES

Do not allow the children to use knots. Always fasten the thread by taking three stitches, one over the other.



Reading from the top row of stitching downward, first row shows basting and hemming, next running stitch, third row combination stitch, fourth row chain stitch, and last row overhanding.

Basting

Basting is a temporary stitch to hold the work in place until the permanent stitch is put into the cloth. The stitches may vary in length according to the use. A half inch stitch with a half inch space is a good proportion for grade sewing.

Running Stitch

The running stitch is made by taking several stitches of uniform length on the needle. The spaces should be the same length as the stitches. The stitches vary from one-thirty-second to one-eighth of an inch in length.

Hemming

A hem is made by twice folding, in the same direction, the edge of a piece of cloth. The first fold is usually one-fourth of an inch. The second depends on the use.

With the folded edge of the hem toward the right, hold the hem over the first finger, and down with the thumb. Take a stitch, catching in the under side, and the upper edge, slanting the needle toward the left shoulder. Always work from right to left.

Overhanding

Overhanding may be done along two selvages, or two creased folds.

With folded edges, or selvages exactly together, hold

Material

One yard flaxon, 36 inches wide.

Two yards lace, three-fourths to one inch wide.

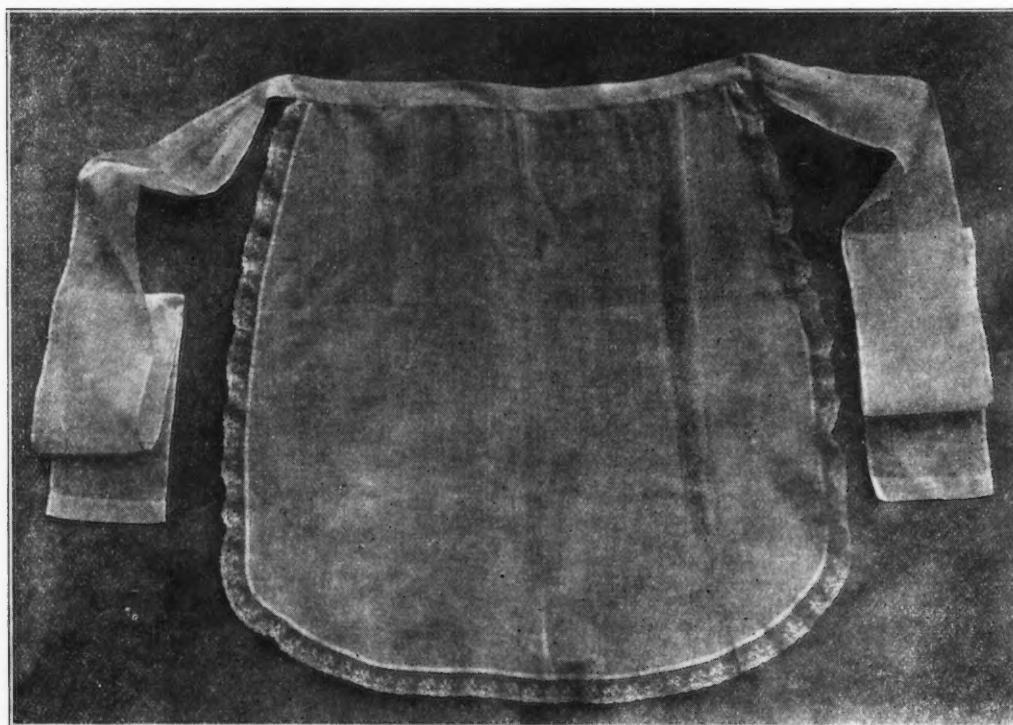
Number 80 thread.

Number 8 needle.

Method

For Cutting—Measure from the selvedge, the width of the pattern, and fold on the warp thread. Lay the straight edge of the pattern on this fold, near one end, pin and cut. Cut the belt on the length of the material, having the length two-thirds of the waist measure, and two and a half inches wide. Cut the strings lengthwise of the material five inches wide and thirty-six inches long.

For Making—Turn a one-eighth inch hem, baste, press and hem. To sew on the lace divide the hem of the apron into fourths and the lace into fourths. Put the fourths of the lace to the corresponding fourths of the apron placing the lace on the right side. Draw up the fullness by pulling a thread in the straight edge of the lace, then distribute evenly. Baste and overhand. Pin the center of the band to the center of the apron at the waist line and on the wrong side. Hold the skirt of the apron easy against the band and baste. Sew with



Sewing Apron.

the material lengthwise between the first finger of the left hand and the thumb. Point the needle toward the chest, taking shallow stitches about one thread deep and two threads apart. Work from right to left.

Combination Stitch

Take two running stitches and a back stitch, then a back stitch and two running stitches.

Chain Stitch

Fasten the thread. Holding the thread down with the left thumb, insert the needle almost at the point where the thread came out, take a stitch the required length (from one-eighth to one-fourth of an inch) draw the needle thru, and release the thumb. This forms a loop. The needle must always be placed in the preceding loop.

SEWING APRON

Hemming, overhanding, putting on band. Sewing on lace.

the combination stitch. Turn the remaining edges of the band in one-fourth inch. Turn the long edge of the band to the right side so it covers the combination stitch, pin at each end and at the center. Baste the long edges. Hem from edge of lace to edge of lace, overhand from edge of lace to end of band. Hem the strings using a one-eighth inch hem on the sides and a three-fourths inch hem on the ends. Plait the other end to fit the band. Insert it one-fourth inch into band. Baste and hem on each side.

SEPTEMBER

O, sweet September! Thy first breezes bring
The dry leaf's rustle and the squirrel's laughter,
The cool, fresh air, whence health and vigor spring,
And promise of exceeding joy hereafter.

—George Arnold.

LANGUAGE STORIES FOR REPRODUCTION

Nellie I. Bowman

ROBERT'S FIRST RIDE

Little Robert lived in the country with his papa and mama. He did not have any little brothers and sisters to play with, so he amused himself as best he could.

He liked to sit on the doorstep and watch the smoke of the trains that he could see in the distance. He always wished that he could go nearer to the trains, so he could see them better.

One day as Robert sat on the steps watching the black smoke curling up to the clouds, his mother came out to him and said, "Now, Robert, you are going to have your wish. Do you know what it is?"

"See a real train, Mama?"

"Yes, Robert, you are going to have a ride on one. Grandma wants us to come to visit her, and we will have to ride a long distance on the train."

"Oh, Mama, I am so glad!" said Robert.

The next day they started for town, and by the time they reached the depot Robert was very much excited.

At last the train came puffing along. Robert did not like it as well as he thought he would, for he was very much frightened when he saw the train coming so close to him.

"Oh, Mama, I'm afraid of this train. Let us go back home."

But after Robert had ridden for a little while he liked it so well that he did not want to get off when they reached his grandmother's place.

MOTHER'S HELPER

Ella was too small to go to school. She always stayed at home with her mother. It was very lonesome at home, so one day she decided that she wanted to go to school too. When she saw her brother putting on his cap and getting his books ready for school, she wanted to go with him.

"Mama, may I go to school today?" pleaded Ella.

"No, Ella, what would Mama do without her little helper?"

"Well, I want to go just to-day. Please, Mama, let me."

Mama shook her head and picked little Ella up in her arms. At first Ella cried and was real naughty. But her mama talked to her and told her that she could help with the work.

After a while Ella took her little broom and began to sweep the kitchen floor. She worked and worked, until her little arms were tired. Then she crawled up in her mother's lap and put her fat little arms around her mother's neck.

"Mama, aren't you glad I stayed at home?" said Ella.

Mama smiled and said, "Yes, my little pet, indeed I am."

Mama rocked back and forth, and in a few minutes the tired eyes had closed and Ella had forgotten all about school and was fast asleep in her mother's arms.

HANS AND HIS BOAT

Hans lives in Holland and he enjoys sunny weather as much as we do. He is a very happy little boy, too.

But Hans does not dress like the little boys in this country do. He wears such a very queer looking cap. His trousers are very large and sometimes they are made of bright colored material. But his shoes are more peculiar than anything else. They are made of wood. He never has pretty little leather boots with buttons on them as you do. But, nevertheless, he is contented and happy.

He lives near the water and plays on the shore nearly all day. He sails his boat on the waters and then he says, "Sail, pretty boat, sail!" But sometimes the waves are large and they toss his boat about.

One day as Hans was playing on the shore and sailing

his boat, the waves dashed it up and down. It sailed out further in the water than it had ever been before. Hans began to think that his boat was lost forever. He took off his shoes and stockings and waded far out, but he could not reach it.

On and on it sailed. Two big tears came to Hans' eyes, and he turned to take a last look at his pretty boat.

Just then he saw a fisherman sailing in to shore. Hans was very glad, and he ran toward him and called out, "Oh, kind sir, will you please save my boat?"

The fisherman sailed after the tiny boat and brought it safely back to shore. Then Hans took the boat in his arms and ran home, and he never sailed it any more when there was a strong wind blowing.

THE LONELY GRAVE

It was Decoration Day, and all the Old Soldiers and school children were going to march out to the cemetery. Each child carried a flag and a large bouquet of flowers to lay upon the graves. All the little girls were dressed in white, and they looked like little fairies as they marched along.

At last they reached the cemetery, and the long procession slowly entered. They all gathered around the graves and sang a hymn. Then the flowers were carefully laid upon the graves.

Away back from the rest was a lonely looking grave. Grass entirely covered it. No flowers bloomed upon it and no marks of care were evident. No one knew who had been buried there, and somehow this one had been forgotten.

The flower carriers were nearly all thru laying their bouquets upon the graves when one little girl looked over at this lonely grave. As she did so a sharp pain pierced her heart. She kept her flowers in her hand and left the other children.

By the time she reached the grave tears flowed freely down her cheeks and upon the grave. She gently laid her flowers down and stuck her flag in the sod beside them. As the flag proudly waved in the breeze, she said a prayer for the unknown person buried there. And all unknown to her, an angel mother in heaven smiled down upon the kind fairy who had decked her neglected and forsaken grave with flowers.

SPRING

Ned had been sick nearly all winter, and he had to stay indoors almost all the time. He was very lonely, and he longed to run out and play.

His mama said, "Ned, you can play outside as much as you want to when the weather is warm."

"When will the weather be warm?" asked Ned.

"When spring comes and all the little birds begin to sing. Listen, and you will hear them."

The snow was rapidly melting, and each day the sun became brighter. Here and there the pretty little pussy willows were peeping out.

Little Ned had been anxiously waiting for spring. One day as he stood by the window he saw the pretty little gray pussy willows. A little robin redbreast fluttered about on the lawn. It hopped from place to place and chirped all the while.

Ned began to clap his hands and jump up and down.

"Oh, Mama! Spring is here," he called.

"How do you know?" said his mother, as she came to the window.

"Because the birds are here. See, Mama, see that pretty robin!"

Just then the happy bird tilted its little head and said, "Chirp! Chirp!"

"Yes, Ned, I do believe spring has come," said Mama, and she stood by the window with Ned to hear the song of the robin.

A STORY FOR BUSY WORK AND LANGUAGE EXERCISES

Mary Kiefer

THE LONELY GOLDENROD

One day a little sunbeam came to the home of a lovely goldenrod that grew beside the brook. It was the only flower for acres around.

"Why don't you help me?" said the little flower to the mighty sunbeam. "I am very lonely here all alone with no one to talk to or to play with. Why can't I be in the wood, near the other pretty flowers?"

But the sunbeam only smiled on the poor little flower and said, "God has made the earth, the woods, and the brook. He also made the pretty little flowers and placed some of them in the wood and a few along the roadside by the brooks. To each one He gave its own place, where it should be content to live."

"But how can I be content?" said the goldenrod, "with nothing to do but to look at the waters murmuring along and the barren fields by the roadside?"

Just then a dark cloud came into the sky and hid the little ray of sunlight from view. It did not come out again that day. Then the flower felt miserable indeed.

But the sunbeam did not forget the lonely goldenrod by the roadside. At night it sent the fairies to comfort her. They danced and sang all night long, and when it was time for them to say "Good-Night" the goldenrod was so happy she did not know what to do.

When the sun rose early and beautiful the next morning and the sunbeam was back again with the goldenrod, the flower was only too eager to tell all about the fairies and their midnight dance. The sunbeam was pleased that he could make the lonely prisoner happy, and after that he always sent his fairies at night.

One day, as some children were passing by, they saw the goldenrod and cried joyfully, "Look at the lovely goldenrod. Her coat is getting brighter and prettier every day. Soon she will look just like the sun."

Goldenrod heard this. She was very much pleased that she looked like the great sun, whose kind little beam was so good to her. "Now," said she, "I am happy and content to live all alone by the pretty brook and the wide fields."

Outline for Study and Busy-work

1. When found.
2. Where found.
3. Name parts.
4. Describe stem.
5. Describe roots.
6. Describe leaves—arrangement.
7. Describe flower.
8. Draw goldenrod.
9. Paint goldenrod.
10. Freehand cutting of goldenrod.

Dictation Exercise

Use these sentences for dictation after story is given:

1. "Why don't you help me?" said the little flower to the mighty sunbeam.
2. "But how can I be content," said the goldenrod,

"with nothing to do but to look at the waters murmuring along and the barren fields by the roadside?"

3. They danced and sang all night long, and when it was time for them to say "Good-Night" the goldenrod was so happy she did not know what to do.

Suggestive Questions for Study of Story

1. Why was Goldenrod lonely?
2. Why is the sunbeam mighty?
3. Who sends the sunbeams?
4. What did the sunbeam say to the plant to make it content and happy?
5. Did the goldenrod become contented at these words?
6. Why did the sunbeam send her fairies?
7. What did the goldenrod say to the sunbeam the next morning?
8. How did the sunbeam like this?
9. What did the children say?
10. Did this please the goldenrod?
11. Why do you think she was happy then?

THE HOME'S PROBLEM IN REGULATING THE LIFE OF THE CHILD

There is also the problem of the proper regulation of the life of the child out of school hours and during vacations, when he is under the sole charge of the home. What with moving pictures, the vaudeville, dinners, card parties and dances, life for most young people today is very attractive but at the same time very strenuous and very distracting. For many it is one continuous round of excitement and mild dissipation, not only during the school year, but thruout the vacations as well.

No single parent, no matter how wise or how firm, can cope with the problem of regulation single-handed. The mother who requires her daughter to come home at 11 o'clock when all the rest will stay out until 1 or 2, simply succeeds in making the child peculiar and invites speedy ostracism. Unless all parents of a given social group can agree upon a reasonable program for juvenile social enjoyment the case seems absolutely hopeless. That such an agreement should be speedily reached is imperative, both from the standpoint of the home and of the school. Thoughtless critics seem inclined to lay upon the school the blame for all the frivolities and shallowness of youth, for their lack of application in study, for their consequent poor scholarship and for their all too frequent failure in the business world. All these evils undoubtedly exist in the case of some of our young people, by no means in the case of all. Let us be discriminating; let us beware of the fault of too sweeping condemnation. While these evils are all too common, the cause does not lie primarily at the door of the school. In the school faithful and devoted teachers are doing their part and doing it nobly and well. They would do more if they could, but they can not discharge all the duties of parents in addition to their own. They are keenly alive to the fact of failure and to the true cause of failure. They are doing what they can to counteract the results of parental inefficiency and they are patiently awaiting the time when some of these parents, at least, who now criticize the school will discover the fault lying just outside their own guilty doors. The parents themselves must face this problem and solve it by organized effort.—Supt. H. D. Hervey, Auburn, N. Y.

ELEMENTARY AGRICULTURE

T. A. Erickson, Superintendent of Junior Extension Work in Agriculture, University of Minnesota

PLANS FOR BOYS' AND GIRLS' CLUBS PRACTICAL AGRICULTURE

In order to make the work in agriculture worth while in the elementary schools, it must be simple, practical and closely related to the home life of the children. One of the important objects of the work is to make country



Selecting the Exhibit for the School Fair.

life interesting to the boys and girls by opening to them the wonderful possibilities of life on the farm. There is no better month than September for organizing the work for the year, and connecting it with the home life of the pupil.

ORGANIZE A BOYS' AND GIRLS' CLUB

By organizing a boys' and girls' club as a regular

school the center of the community. A great many of these clubs are now being organized in every state under the direction of the United States Department of Agriculture at Washington in co-operation with the state colleges of agriculture. Each state has a state leader for the boys' and girls' club work, who will be glad to assist teachers in this work by sending suggestions, lessons and plans bulletins and other printed material and sometimes by personal visits. Get in touch with the state leader of your own state and get the plan of organization for your own state. The state leader may be reached by writing the college of agriculture. Also write to O. H. Benson, Washington, D. C., who has charge of this work, for the northern and western states. His department issues a lot of excellent material for the work in agriculture which is sent free to teachers.

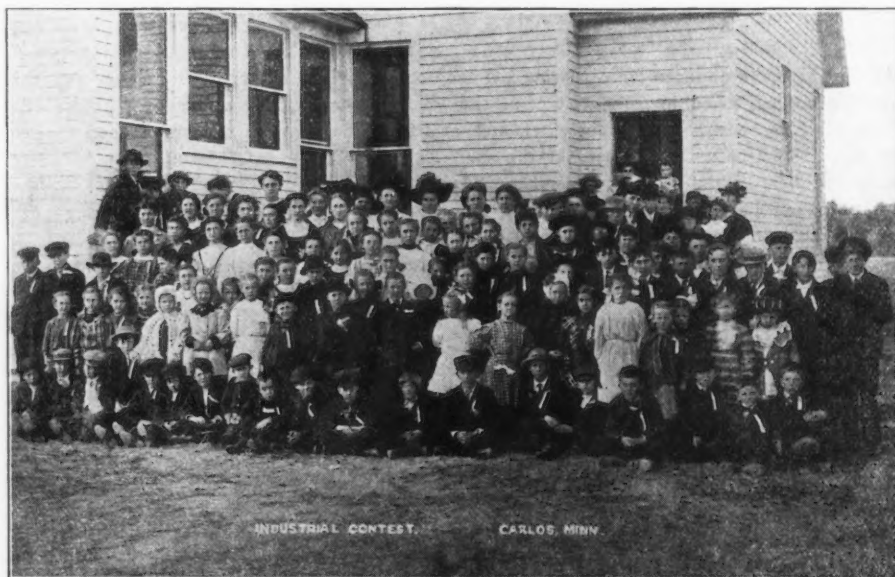
Organize the club as soon as school opens in September. Elect officers, adopt a simple constitution and arrange for regular club meetings. Teachers in general find that the last period of Friday afternoons is best for the general exercises. Many schools hold club meetings every week, others twice a month, while many find monthly meetings best.

Have a club motto, club badge or pin. The national boys' and girls' club motto is "To Make the Best, Better." The club pin is the 4 H clover pin. (The 4 h's one on each leaf of a four-leaf clover design, stand for the health, hand, head, and heart in human service.)

After organizing decide on the club projects. Each state has a certain number of projects. Minnesota this year has an acre yield corn contest, a garden and canning contest, a pig contest, a one-eighth acre potato contest, and a bread making contest as the state projects. Several counties have "calf growing" contests, others have "alfalfa" competitions, while other communities make the boys and girls compete in clover growing, dairy records, poultry growing or projects of special interest to the community.

Encourage the club officers to write the club leaders

School Fair
at
Carlos, Minn.
Exhibitors
wearing badges.
Six Schools
represented



part of school, the lessons in school may be connected with the real projects at home in the most effective way.

The boys' and girls' club will serve not only for the work in agriculture but will help make the school self-governing, will teach citizenship and will help make the

for the plans. Send a list of the members with projects chosen to your county superintendent and to the state leader. In most states this will bring to you a lot of individual letters, bulletins and lessons on the special projects chosen. The teacher should get as many stories

as possible of boys and girls who have won achievements in club work to tell to the boys and girls. The stories and reports of the state champions may be had from the state leaders and will make excellent numbers for the club programs. The stories of your champion corn grower, pig grower, canning girl, bread maker or of other achievements on the farm or in the home should be made to mean a great deal. Look for achievements along these lines in your own school and community. Some of our most effective agriculture is taught this way.

HOME WORK AS CLUB PROJECTS

Do as much as possible to bring out the boys' and girls' interest in the ordinary duties of the farm and home. Make them feel that they have a part and responsibility in the care and management of the stock on the farm, the crops and the home itself. Make the morning and evening "chores" the subjects of lessons. Many schools keep a schedule of achievements along these lines.

At the club meetings pupils may report on their home work. The boys will have interesting stories to tell of their work, milking cows, feeding the pigs, caring for

months for holding school fairs or agricultural exhibits. Let the club have charge of it, and make it a miniature county fair. Sometimes it's a good plan to combine with one or more neighboring schools. The club should appoint committees to have charge of the occasion, such as committee on exhibits, committee on prizes, committee on sports, committee on refreshments, etc. If possible have the exhibit in or near the place where program is to be given, so that judges may place awards and give reasons for giving individual prizes. The prizes need not be large, and may consist of neat ribbons, club pins, or some article, such as a book, tool, pure bred poultry or magazine.

There should always be a program of races, contests and baseball if possible at these club fairs or festivals. Awards should be made for these as well as for the exhibits.

Many schools raise funds for prizes by giving entertainments, basket socials, or by selling refreshments at the school fair. Often the community has progressive farmers or business men who will provide the means. In Minnesota it is very common for the Farmers' club to help the junior club with the premium fund.

A School Exhibit
where six schools
take part, in
Douglas County,
Minnesota



horses, or bringing in the wood and water for mother. The girls will have splendid stories of their work in making beds, washing dishes, sweeping floors, and in helping to prepare meals.

The teacher will find many ways in which she can use these home reports in the regular lesson. Arithmetic problems, language lessons and stories, as well as geography work may be based on them. Splendid parts for the morning general lessons may come from this source. Emphasize the point that work cheerfully done is worth so much more than what is done reluctantly.

CLUB PROGRAMS

The club program should be the most interesting period of the week. Encourage the boys and girls to plan it themselves. Many schools invite the patrons to the school at this time. Sometimes it is a good plan to have light refreshments prepared by the club members. The program should be made up of the best stories, compositions and songs from the regular program of the week, especially such as deal with the home work. For September, stories and reports from vacation time are fine. If you have pupils taking part in some agricultural contests, use their reports and stories.

SCHOOL FAIRS

September, October and November are the best

The annual school fair can be made one of the best community occasions of the year.

KIND WORDS

How little it costs, if we give it a thought,
To make happy some heart each day;
Just one kind word, or a tender smile,
As we go on our daily way.
Perchance a look will suffice to clear
The clouds from a neighbor's face,
And the press of a hand in sympathy
A sorrowful tear efface.
It costs so little, I wonder why
We give so little thought?
A smile, kind words, a glance, a touch,
What magic with them is wrought.—Anon.

LOVE

Oh, may I be brave, to-day!
And may I be kind and true,
And greet all men in a gracious way,
And put good cheer in the things I say,
And love in the deeds I do.

—Nixon Waterman.

The Catholic School Journal

VITALIZING ARITHMETIC

Myra Banks, Illinois

(This virile and inspirational article on Vitalizing the Teaching of Arithmetic is full of helpfulness for any rural or grade teacher. It is hoped that readers of *The School Century* will get the viewpoint which Miss Banks has of the teaching of elementary arithmetic and catch something of the spirit of her enthusiasm. The second installment and completion of the article will be published in the October issue of *The School Century*.)

Effective teaching of Arithmetic begins before a teacher faces her class. She should be so familiar with the work she is to teach that she can summarize the year's course without reference to an outline. As a skillful instructor, she knows the work which precedes that of her grade, and that which follows. Thereby she avails herself of all that has been accomplished previously, strengthening it by her co-operation, and paves the way for the work beyond her grade. She has answered these questions: "What big things does my year's work contribute to the entire course in Arithmetic?" "How shall I make each day count toward the whole?" It is, of course, not practical to plan work in detail a year or even a month ahead. But it is very necessary, for effective teaching, to know the big movements of the study thoroly a long time beforehand, in order correctly to estimate their relative importance, and to look ahead far enough to get one's subject well in hand. A determination of the teacher to make every day count, and to make every day count as much as possible saves class time—it absolutely requires careful organization. When a teacher accounts beforehand for every minute of a day's recitation, the wisdom often requires quick revision of such planning, her very attitude teaches her children activity and precision. It is very easy to bury one's nose in the book and lose sight of the big things for which one is working. But it is a "hand-to-mouth" way of teaching.

The Big Things in the Teaching Elementary Arithmetic

What are the "big things"? Viewing the work of the grades in the light of its practical value to the children, we find these:

1. An ability to make rapid and accurate mental computations.
2. An accurate and ready knowledge of the denominate tables.
3. A complete mastery of the four fundamental operations with integers and fractions, common and decimal.
4. An ability to apply these operations with speed and accuracy in the solving of practical problems.

Defects in Our Methods

Some of the noticeable defects in our present system are as follows:

1. Children use their pencils too much. They are poor in mental calculation.
2. They are inaccurate in written computations.
3. They are far too slow in any computation.
4. In the application of processes they often display a remarkable stupidity. As teachers are forever complaining, "They do not think."

Children who from the very first have been shown the advantages of mental computation, and have been trained to think independently of their pencils come naturally to exercise this power. This habit is not formed by one teacher or two, but by all pulling together along the line. It will be found that a very large per cent of the problems on so-called "Written Pages" may be worked out without pencil and paper. Short methods which simplify the calculation should be taught and their use emphasized. A teacher who will take the trouble to master such short methods, and give practical demonstration of their efficiency before her children will not

only win their admiring respect, but arouse their desire to know "how she does it."

It is not too much to say that children who have so mastered the knowledge of number facts and operations that the response to any given combination or process is automatic, cannot make mistakes. Furthermore until this stage is reached, speed with accuracy is impossible.

The remarkable stupidity of the children in working applied problems is very likely no worse than that we ourselves should manifest under comparable conditions.

A child plunged into the mazes of carpeting, board feet, stocks and bonds and what not with no further assistance than that rendered by his imagination and the pages of his Arithmetic would be remarkable, indeed, if he did not at times display "remarkable stupidity." Is not this the root of the whole problem: that we often demand a child to solve problems so far removed from his experience that the conditions of the statement confuse him, because he has nothing to help him read meaning into them as an adult has? Or the lack may be only in a child's ability to visualize. We grown-ups have so long thought in terms of ideas that we are prone to forget this is an acquired ability. Children usually need objects to help them construct their mental pictures. The use of problems rising out of the child's own experience, and the employment of abundant illustrative material in all our arithmetic teaching are suggested remedies.

To summarize, we should work for greater power in mental arithmetic, greater speed and accuracy in written work, and to develop a greater reasoning ability in our children. We may do this by encouraging the habit of oral work from the very first, teaching with thoroughness the number facts and operations with vigorous drill for increased speed, and by giving problems for solution rising out of the child's own needs and experiences, reinforcing our instruction by plenty of concrete material. In the lower grades, this last is usually done. It may be well continued thruout the grades.

Drills for Speed and Review

Drill in Arithmetic is an important factor. Drills may be roughly classified under two heads, those for speed and those for review. Drills for speed are based chiefly on practice in the use of the fundamental operations. Since accuracy is essential, one should not try to develop speed in the use of any process not thoroly mastered. Quick, accurate work is a matter of gradual growth, a habit in which the children should be encouraged from the very first. They should never be allowed to fuss and dawdle and waste more time getting ready than they use in working. In the beginning one may have to feature this point more than the Arithmetic itself. It will, however, save hours later. The time element furnishes the motive in drills for speeds. The time devoted to such drill varies of course with the proficiency of the pupils. These things, however, are true in all cases. A drill for speed should always be short if it is a true drill, since there is more or less strain involved. After three or four minutes the children are likely to become fatigued and make mistakes. Always stop before this point, while the class is still fresh and enthusiastic. Second, whatever time may be put on a drill one day, less should be allowed on the next, or as soon as practical, and so on until the desired proficiency is reached. Keep a systematic record of individual and class progress. It is a great incentive and besides, the record itself furnishes material for drill as shall be shown later. Third, all drills for speed should be kept simple. A young teacher doing practice work in a Training School once dictated for review in rapid addition a series of mixed decimals. The unhappy outcome showed that two drills of separate purpose would have been the efficient

way to save time and fairly test the children's ability.

Raise the children's standard in regard to what is rapid work by impressing upon them at every opportunity a reasonable idea of speed. "Example is better than precept." Drill yourself until you can nonchalantly multiply, add, subtract or divide in their view, as rapidly as you can write figures. Let nothing seem premeditated. You will be telling the truth when to their admiring wonder, you reply, "That is only a matter of practice. You must expect to work as rapidly as that, yourself, before long." Encourage this attitude by working with them in their drills wherever possible, pitting your ability against theirs. Fifth and sixth grade pupils, some in fourth, will match you, since there is a limit.

Another notion one should persistently strive to instill is that speed and accuracy go hand in hand. If you are inclined to doubt this statement, make a few experiments with your own children. Above all, make a vigorous effort to have this idea of speed and accuracy carry over into their other Arithmetic work. Show the children that the drill period is but a means of sharpening their tools for real work.

Drills for review are more important than drills for speed. Judged from the standpoint of permanent results, a great deal of our work in all subjects is a failure. Hours of careful preparation, the art of interesting presentation avail not much unless followed up by careful drills to review and fix essentials. Our modern life is so complex that even children are daily open to varied and lively stimuli, such that only the most vivid impressions can possibly "stick." Our problem in planning drills for review seems two-headed:

In our crowded curriculum how can we constantly take time to look backward, when, in order "to cover the work," it is absolutely necessary for us to forge ahead as fast as ever we can?

And even more urgent, how shall we serve up old material in attractive and appetizing form?

Difficulties to Be Confronted

Arithmetic is at once a most difficult and a very easy subject to teach. It is difficult, for like a rolling snowball, its content increases at every advance. Any part of the course poorly assimilated is sure to bob up and cause trouble later on. But in this respect is arithmetic easy, the great amount of work from fifth grade on is in large part review or new application of processes previously mastered. Now the point is this: Upper grade teachers complain of the work to be "covered," the burden seeming especially heavy in sixth grade. Would this condition be true if the children who came to them were facile in the use of all the processes given in the work up to sixth grade? Would this condition be true if the teachers in the grammar and all other grades were to present vital problems in such a real manner that the children would be eager to learn? Shall we consider the first question: A teacher confronted with indisputable evidence that a class whom she has instructed in the "six per cent method," has, upon later examination, been found wanting, may honestly say, "Why they certainly knew that last term!" They very likely did know it "last term." The teacher is at fault, however, who ever gives them a chance to stop knowing it until it has become second nature. Then they can not forget. The time required for such a happy result is shortened in inverse proportion to the interest and real effort shown in the review drills. Furthermore, if you have developed a curious, alert and thoughtful attitude in your children, in so far as is practical, making them reason out new things when they are presented, the pupils will be able, by themselves to work out again from the beginning any process whose use had not been made automatic. A child often will know a number fact if you give him time to think. However, as regards manipulation of figures, he should know without thinking. The knowledge must be in his fingers, so that his attention is free to determine how to solve the problem. Would not such knowledge greatly reduce the burden of work in the

upper grades? Is it unreasonable to assume that if the children are ready and accurate in the use of fundamental processes that much time will be saved? 6.4 divided by $.008$ is no more formidable to a well-trained child than 64 divided by 8 ; while $2\frac{1}{2}$ divided by $6\frac{3}{4}$ seems just as easy as 2 plus 2 if he has had enough experience with such as the former. Drills for accuracy and speed in manipulating figures, and reviews to keep fresh the fundamental operations are timesavers in the end, provided such drills are intelligently and systematically carried out. Instead of hindering our progress they hasten it. Far from adding to the burden and content of our work they actually reduce it.

Of What Shall Such Review Drills Consist?

An interesting experiment performed with two fourth grade classes, in ability as nearly matched as it was possible to get them, seemed to prove that children whose arithmetic work for given period of time had consisted entirely of abstract calculation, were not only as apt, when tried out on applied problems as those whose work, during the same period of time, had been divided between abstract and concrete problems, but actually had the advantage in their ability to calculate more rapidly. In other words, one might conclude from this experiment that a child's ability to reason develops independently of outward influences. But one might also reach certain other conclusions which, however interesting, may be less helpful to consider here than this well known condition: that very often, the children most skillful in abstract calculation, drill work, fail absolutely when given problems which demand real thinking. If they only knew what processes to use they could work such problems. Or once started on a process they arrive at answer utterly absurd because they have not sense enough to stop at the right place. Such behavior shows clearly that we must guard against letting formal memory work usurp the place of real thought in arithmetic. Even insisting that a child must always use the same way of putting down certain problems tho it facilitate the task of correcting such work, still has its dangers. True it is that "Imitation is the basis of originality." But we should not stop with imitation, however easy it is to do so. The extent to which you make your children *think* is the measure of your greatness as a teacher. It would seem that to introduce every new process thru some vital problems involving that process would do much to stimulate real thought and avoid narrow formality in arithmetic. It discourages the peculiar and general notion children have that a problem is a puzzle of adding, subtracting, multiplying or dividing. It helps them to think a problem thru independently of its solving. It cultivates discrimination. If to introduce a process thru problems creating a need for that process is a good plan, it is equally reasonable to give the review drills in the form of concrete problems. Simple problems which may be worked without the aid of a pencil are just as effective for review as difficult ones, in fact, more so since they emphasize the process rather than the figures, and, besides, have the advantage of increased number. Constant association of problem with process helps children to see the relation existing between them. But again, to avoid any possible narrowness in method, and for the sake of variety, it is a good plan occasionally to give a few review problems which involve somewhat difficult calculation. In planning such drills, we need to steer clear of another difficulty, i. e. drilling on all things alike, without regard to their relative importance or difficulty. The ideal thing would be for a teacher to plan a series of supplementary drills emphasizing the phases of arithmetic which generally seem bugbears for children, such as division of fractions and decimals, or those processes whose mastery would greatly facilitate the children's ability to work rapidly, for example, finding the trial quotient in long division, adding by groups, subtracting by tens, factoring by inspection, and so on.

DRAWING AND MANUAL ARTS

Margaret B. Spencer, State Normal, Kalamazoo, Mich.

The work of this department should be four-fold, each part receiving an equal share of attention. Drawing and manual art should include the making of an object, the decoration of the object, the drawing or representing objects, and the imagining of objects or pictures. Imagination and memory go hand in hand and strengthen each other. In these articles I hope to use this classification as a basis for suggestions for work this fall.

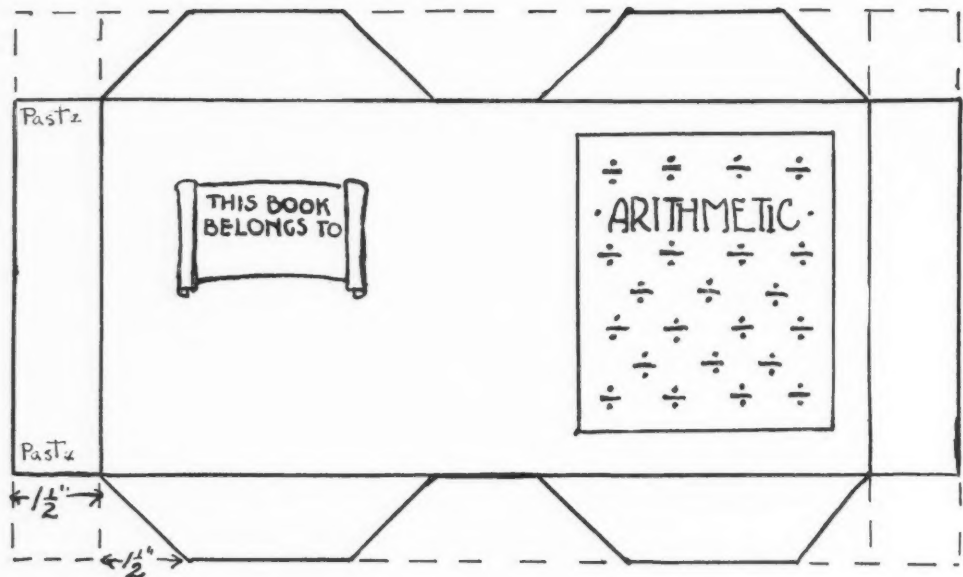
For representative drawings choose any good sized bright flowers or fruits. Accuracy of drawing comes first. To help the children make good compositions, mount the flower models on an appropriate sized piece of drawing paper and that will suggest a good arrangement to them. Crayons or water colors are good

mediums to use in the fall when the world is so gay in color.

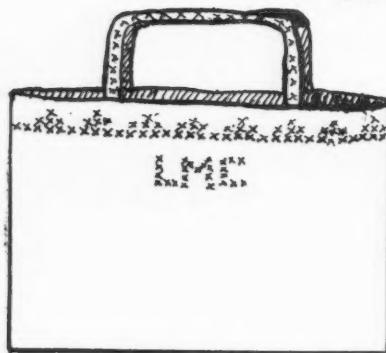
If in the higher grades the children make plates of motifs showing parts of flowers they will find many beautiful suggestions for design work later in the fall.

In the primary grades especially the children may be interested in telling thru paper cuttings or pencil sketches what they did during vacation, of animals they saw at the circus, or games that they played. This is splendid for developing a free expression.

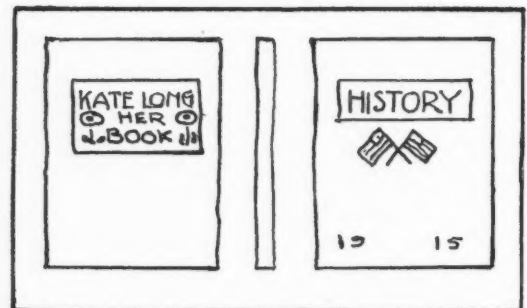
The covers for school books may help keep their books clean for a while longer. A brown or gray cover paper or tough wrapping paper will serve. First draw a line one and a half inches from the near horizontal



Cover for School Book with Design
Suggestive of Contents.



Book bag of canvas-



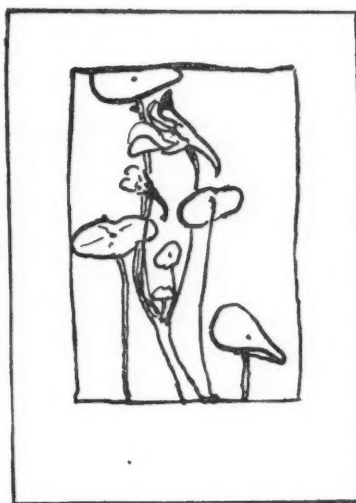
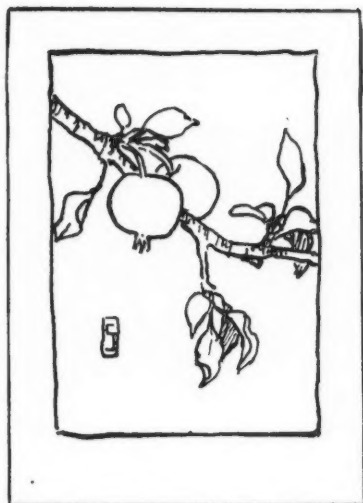
A Suggestion for a History Cover

Construction and Design

edge of the paper. Parallel to this and the height of the book distant draw another line. From the left vertical edge of your paper draw a line one and a half inches from the edge. Next take a piece of paper and fold around the book you are to cover, getting the distance from one foredge around the back to the other foredge. Measure this distance from the line just drawn. Add another inch and a half for flaps at the right and far side of the paper. Fold along the inch and a half lines. Cut away corners. Paste where flaps lap. Now

we are ready for the decoration which will give the book its individuality. Stick to straight lines for printing and don't let the words run down hill—a ruler will help. Crayons are a good medium.

The bag for carrying books may be made of cross stitch canvas, which is easily decorated with mercerized cotton in the cross stitch. The size will depend upon the width of the cloth and the size of the books to be carried. Designs may be worked out first on squared paper.

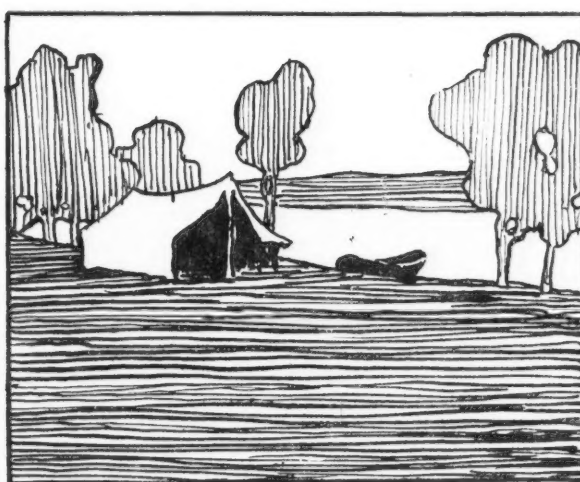
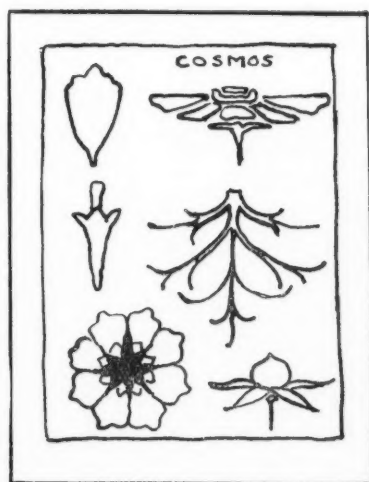


Make a good composition as well as a good drawing.

Fill the space.

Keep the interest above the center.

Representative Drawings



Nature motifs to be used later in designs.

Paper cutting illustrating "How I spent my vacation".

Imaginative Drawing

The Catholic School Journal

STUDIES OF NOTED PAINTINGS

G. W. J.

FRIENDS OR FOES?—C. B. BARBER

"Friends or Foes?" is a picture painted by an English artist who delighted to make pictures of children and their pet animals. In painting pictures Mr. Barber has done for the pleasure of little folks what Eugene Field, Robert Louis Stevenson and James Whitcomb Riley have done in poetry. Each of many of Mr. Barber's pictures expresses a meaning or a story that the little folks easily comprehend and that appeals to their imagination and interest.

What child would not pause for long before this picture of "Friends or Foes?" and study the story it tells? Here is a bright appearing little girl that any child would

have playing with her pet dog and pet cat! The dog and cat, too, must have many a frolic together.

We are certain that any child would be happy in such surroundings as this little girl has, and, like her, would be kind to all animal life. We can easily imagine that the defenseless toad as portrayed in this picture hopped on in its course without fear, to some favorite haunt where it could catch flies and insects for food, and then the little girl and her pets resumed their play upon the rug.

QUESTIONS FOR STUDY

What is the title of this picture?

Which do you think is the right answer to the title?



Friends or Foes?—C. Burton Barber

love to have as a playmate. Her attractive face shows that she is full of the playful spirit. It expresses kindness, which is attested by the nearness of her pet dog and pet kitty. What an interesting scene is here presented by the artist! The little girl and her pets have been playing on the rug that is spread upon the tiled floor at the foot of the broad steps leading into her home. Suddenly the attention of the little girl and her pets is taken from their play and directed to a toad which has hopped upon the rug, coming from some shady nook in the garden or lawn. The little girl is studying it intently. Note the attitude of attentive and listening interest which the pet dog has assumed. The toad is the stranger in the group and it hesitates in its course of hopping across the rug, right in front of and close to the little group. If the artist's thought is correct the frightened toad is probably wondering if the little group are friends or foes. We feel certain that neither the little girl nor her pets will hurt the harmless toad. There is nothing in the picture that would cause us to think that any cruelty could be done to the little stranger so incapable of protecting itself. It is a happy picture, speaking of love, kindness, and gentleness in relation to pets and animals. What happy times the little girl must

Do you think the little girl in the picture looks as if she would be cruel to animals?

What do you think the little girl and her pets have been doing before the toad arrived on the scene?

Are they indoors or outdoors?

Upon what are they resting, the ground or the tiled space, or a rug?

Do you think the little girl has a pretty face?

Would you like to know her and to be her playmate?

Do you think she loves her pet dog and pet cat?

Do you suppose she feeds them well?

Does the little girl appear as if she were well cared for?

What has come upon the scene to attract the attention of the little girl and her pets from their play?

Do you think it is frightened?

What look do you see in the dog's face?

Why does he hold up one foot?

Have you ever seen a dog do this?

Do you think the dog will harm the toad?

Does the cat look as if she would harm it?

Where do you think the toad is going?

What will the little girl and her pets do when it is gone?

What will the little girl say to Mamma when she goes into the house?

Does this picture cause you to feel happy or sad?

Do you think the little girl in the picture is a kind and happy child?

THE ARTIST

Charles Burton Barber, the artist who painted the picture which we have been studying, was born at Great Yarmouth, England, in 1845. The town, located on the coast about 120 miles northeast of London, is important for its fisheries and manufacturing interests. Mr. Barber studied at the academy schools of London, and in 1864, when only nineteen years of age obtained a silver medal for drawing from the antique. When he was twenty-one years old he exhibited his first picture at the Royal Academy of London. From that time until his death he continued to be a frequent contributor to exhibitions held at the Royal Academy.

His pictures generally represent children and dogs. He is very faithful in his delineations of little things in

his pictures. No detail is too small for his careful attention. His paintings have been often reproduced and are very popular. Some of his best known pictures besides the one presented in this study are "Once Bitten, Twice Shy," "The Order of the Bath," "In Disgrace," "Sweethearts," "Trust," "A Special Pleader" and "Wake Up." Mr. Barber's choice of subjects is characteristic of the English art of the present time, which makes a strong appeal to the home-loving instinct, the love of children and domestic animals, as well as dealing with the trifles that make up so large a part of daily life. All of these are recorded with a profuseness that testifies to the public's unflinching demand for this kind of art.

During a period of twenty-five years Mr. Barber executed a large number of pictures for Queen Victoria. He painted most of her Majesty's dogs, combining many with a group of her grandchildren. His last picture painted for the Queen in the year of his death represented her in her pony carriage surrounded by her grandchildren. Mr. Barber lived most of his life in London and died there in 1894.

BLACKBOARD CALENDAR

Louise McCarthy, Oklahoma

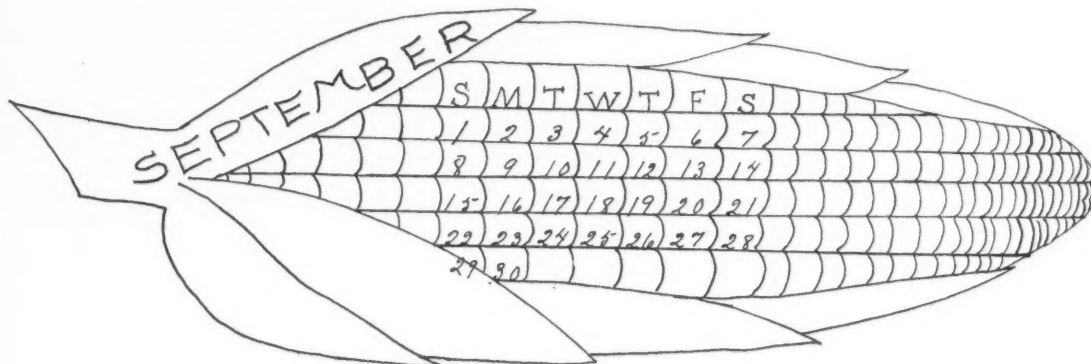
Every schoolroom should have upon its blackboard an appropriate and attractive calendar.

To know the day of the month, and the season of the year, is a part of a child's education, and how can this be more effectively taught than by a calendar which is renewed every month on the schoolroom blackboard. This calendar should always be suggestive of the season or correlated with some school work. If a room is studying about Holland, a Dutch windmill could be used to advantage as a calendar design or when Hiawatha is under discussion Indian tepees, canoes or bows and arrows, etc., might be used.

These calendars are not only instructive but also add

Busy work can be taken from last month's calendar by having pupils count all the bright days during the month, also how many days it rained, or snowed, how many days the wind blew from the north, south, east, or west. The older pupils can make problems from the calendar by finding how many more bright days than dark ones, what per cent of the days it rained, etc. Two calendars may be used and comparisons made.

There is also the regular calendar with numerals for each day of the month and the teacher should see that every child knows how to find the days of the month from the calendar. The birthday calendar is made by placing the pupils' name in the space instead of the



life and beauty to the schoolroom and in a way stimulate the artistic tastes of children. It is indeed a negligent teacher who does not promptly at the first of every month place on the board a calendar for the coming month.

There are many kinds of calendars. One on which the weather for each day or half day is recorded holds the interest of the children. The spaces are left blank and just before dismissal a bright circle of yellow is placed in the space to show a bright sunshiny day; a cloudy day is represented by a gray blue circle; a rainy day by diagonal dashes across the space to represent rain; a snowy day by large white dots to represent snowflakes. The direction of the wind can also be shown on calendars by an arrow pointing up for north, down for south, etc.

numeral to represent that day. The teacher asks the first of the month for all who have a birthday during that month and the calendar is made complete containing the names.

The well equipped teacher has taken a course in blackboard drawing and this making of calendars gives a good opportunity to put into practice what she has learned, or there is often among the older pupils an especially talented one in drawing or a freehand artist who may be asked to put the calendar on the board, thereby stimulating his or her ambition and giving excellent practice.

The calendars of this series to be published monthly are formed with simple designs, so that the teacher who has had few advantages in art work can feel quite competent to place them on the board.

Tea-kettle's Song.

MARION MITCHELL.
With marked accent.

CHURCHILL-GRIEDEL.

1. When win - ter winds roar loud - est,..... And days seem dark and long,..... I
2. Some - times he gets so an - gry,..... He roars and rum - bles, too,..... As

sit in moth - er's kitch - en..... And hear the ket - tle's song..... Some - times it is the
if he were a rob - ber bold From dis - tant Tim - buc - too..... Then how his lid bobs

sweet - est tune, Just like a lull - a - by,..... With ti - ny rif - fles
up and down! But nev - er ver - y long;..... He seems to know I'd

in it,..... That soothe a ba - by's cry..... } Oh, the tea - ket - tle's sing - ing a
rath - er hear His cheer - ful hum - ming song. }

mer - ry song, Bub - ble, bub - ble, bub - ble, Bub - ble, bub - ble, bub - ble, While it

hums a - way it seems to say: "Bub - ble, bub - ble, bub - ble is my song."

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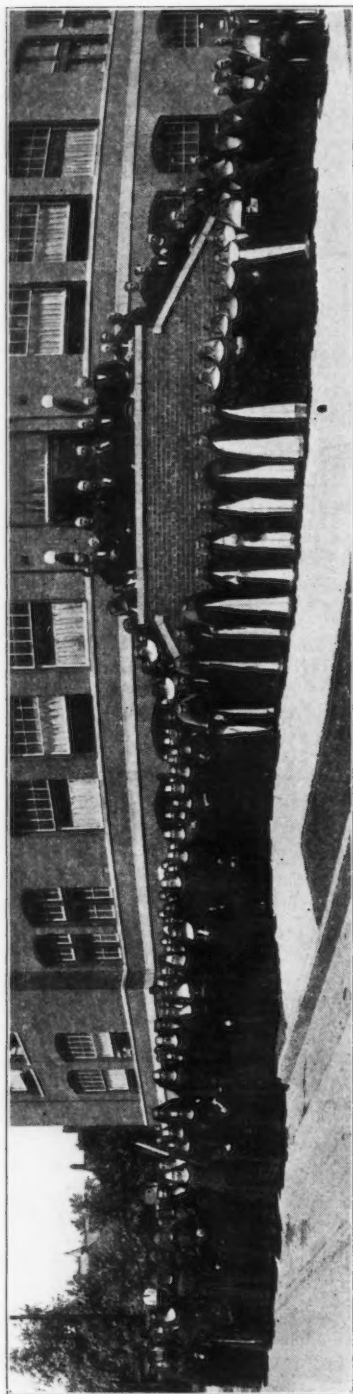
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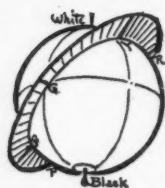
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Itemized Lists of the above equipments will be sent upon application. Your correspondence is solicited.

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This Group Picture taken at St. Paul, Minn., shows only a few of the Twelve Hundred Sisters—Representatives of the various Teaching Orders—who attended the 1915 Catholic Educational Convention.



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tests and balances color by measurement. The middle colors with gray, black and the maxima of red, yellow and blue, on which the Munsell Color System is based, should be used in the form of Crayons, water colors, atlas of charts, color tree, sphere, etc.—the only way to obtain an accurate knowledge of color harmony. The Munsell Color System is used in leading art schools, universities, colleges and in the public schools of New York and other cities. The box of water colors and camel's-hair brush illustrated below retails at 50c. In order to introduce the Munsell Color System we will send it to you for 40c in stamps or money order.



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The Orphans' Friend.

Monsignor Costa de Beauregard was recently designated as the new Bishop of Dijon. Without any delay he undertook the journey to Rome to beseech the Pope to leave him at Chambéry with his dear orphans, who, during his absence, made a novena that God should not take their benefactor from them. It was on the last day of that novena that the Pope acceded to the demand of the saintly prelate. Monsignor Costa de Beauregard succeeded in convincing Benedict XV. that his absence from Chambéry would endanger the work to which he is so deeply attached.

Father Teeling, of St. Philip's Church, Boston, delivered five lectures on "Famous Victories of the Church."

The list of lecturers included the following names:

Rev. J. F. Irwin, Brooklyn, N. Y.; E. Angelo Henry, Buffalo; Congressman J. J. Fitzgerald, New York; Governor Whitman, New York; Cardinal O'Connell, Boston; A. J. Shipman, New York; Hon. Bourke Cockran, Rev. John J. Wynne, Helena E. Goessman, of the English faculty of Agricultural College, Amherst; Father J. P. Chidwick, former chaplain of the Maine, and many others.

Priest Looks After Boys.

The Rev. P. A. Heckman, of Temple, Tex., stands sponsor for every little dirty-faced urchin in that city. He has a standing order with the police that he shall be called when any boy gets into trouble, and he always has the lad released and tries to reform him. He conducts a night school especially for those boys who either cannot or will not attend public school. Father Heckman's activities among the boys dates back eight years.

"It is my theory," he said, "that no boy is bad. The worst sort of boy is one who is neither good or bad, for that kind has no energy. The one who gets into mischief simply hasn't had his energy properly directed.



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The thing I teach all boys above everything else is to tell the truth. They can do anything else they want to, but they must not lie."

Father Heckman has had under his direct charge about 1,000 boys and a vast majority of them have turned out splendidly. He has also made many visits to the state prisons to investigate and report conditions to Governor Ferguson. He interests himself in every public move for development of Temple and helps the poor and sick, besides attending to his duties as a clergyman. Father Heckman has lived there thirty years and is chaplain of the State Firemen's and is a chaplain of two State Assns.

EXERCISE FOR SCHOOL

So great is the importance of a sound body for a school child that the teachers and others have formed national and international school hygiene associations. Before the last meeting of the International School Hygiene association, W. A. Stecher answered the question as to whether school gymnastics had an appreciable effect on health by advocating a plan superior in his opinion to that in use in this or any other country. His plan consists of:

Relief exercises. Whenever students have been sitting for a long period, the teacher has them rise and, while standing near their seats, go through two minutes of active exercise.

RECOMMENDED PLAYS FOR CATHOLIC SCHOOLS.

"The Confederate Spy," drama, 5 acts; 8 males, 3 females; 2 hours 30 minutes; 15 cents.

"The Midnight Charge," drama, 4 acts; 7 males, 3 females; 2 hours 30 minutes; 15 cents.

"Hazel Kirke," drama, 4 acts; 9 males, 5 females; 2 hours 45 minutes; 25 cents.

"The Lost Paradise," drama, 3 acts; 10 males, 7 females; 2 hours 30 minutes; 25 cents.

"Maurice the Woodcutter," drama, 3 acts; 13 males, 2 females; 15 cents. Send 2 cents for 128 page catalog.

Samuel French,

28 W. 38th St. New York.

DOMESTIC SCIENCE

A good text book for grammar schools and smaller high schools is the new

School Kitchen Text Book

by MRS. LINCOLN, published April 9.

It has a complete modern course planned for two years with two lessons a week. There are 52 lessons on cooking and food groups, and 89 pages (20 chapters) on household science proper. (The appendix has also 32 lessons on Home-Sewing.)

The book gives a plan for school credit for home work. It also provides for school work with no cost for equipment. It is easy as a book can be. Mailing price, 60 cents. Course of Study free.

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Announcement

The Board of Education of Los Angeles, California

has officially adopted the

Isaac Pitman Shorthand

for exclusive use in the High Schools of
that city, commencing September 1915,
in place of a light-line system previously
taught.

It is interesting to note that the adoption of the **Isaac Pitman Shorthand** for these schools was only arrived at after a most exhaustive examination by a special committee appointed by Dr. J. H. Francis, City Superintendent of Schools, of the different systems and textbooks now on the market, including not only the Pitman methods, but light-line and connective vowel systems as well.

Send for a copy of "Statistical Legerdemain" containing the Truth in regard to the recent Report of the Committee appointed by the Shorthand Section of the High School Teachers' Association of New York.

Particulars of a free Correspondence Course for Teachers will also be sent upon request.

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Supremacy of Superiority

Comparative tests held May 5th, 1915, under the auspices of the New York Board of Education at the Williamsburgh Evening High School for women to determine the relative merits of the Isaac Pitman and Gregg Shorthand.

TEST No. 1.

Percentage of Class Accuracy.

PITMAN	96½%
GREGG	81%

TEST No. 2.

Percentage of Class Accuracy.

PITMAN	94.53%
GREGG	84%

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INTERNATIONAL FEDERATION OF THE CATHOLIC ALUMNAE.

Cardinal Gibbons to Be Honorary President.

One of the most notable and important events in Catholic secular circles during the year 1914-1915 was the formation and organization in New York city of the International Federation of Catholic Alumnae.

The project first took inspiration and form among the alumnae of St. Joseph's College, Emmitsburg, Md. Realizing the preeminent moral and intellectual advantages of a Catholic education the alumnae felt that the time was ripe, the opportunity at hand, to create a vital and widespread force for good by extending the power and influence of educated Catholic womanhood. A direct way to do this was to affiliate or federate the Catholic alumnae of the United States and Canada. In accordance with this idea a special meeting was held at St. Joseph's College, Emmitsburg, on February 19, 1914, and the matter of federation was earnestly deliberated upon. After thorough consideration it was unanimously decided that a "federation of the alumnae of Catholic institutions of higher education" be organized and placed under the patronage of Our Lady of the Miraculous Medal. The preliminary work of organization was entrusted to the New York Chapter of the Alumnae Association and the organization committee, consisting of the president and secretary of the college, the president and secretary of the National Alumnae Association and the regent and secretary of the New York Chapter, was formed.

The plan of federation was warmly approved and encouraged by his Eminence Cardinal Gibbons, Archbishop of Baltimore, and under the sanction of this illustrious prelate the work of organization was successfully launched. Circulars elucidating the project and urging speedy and earnest cooperation were sent to alumnae associations in the United States and Canada, and many responses, commending the proposed federation and enlisting under its banner, were received. Meanwhile his Eminence Cardinal Farley and his Eminence Cardinal O'Connell had bestowed gracious words of approval and benediction, and in addition letters of commendation had been received from six Archbishops and twenty-eight Bishops of this country and Canada.

The International Federation of Catholic Alumnae was organized in convention at the Hotel McAlpin, New York city, on November 27, 28 and 29, 1914. The opening session on Friday evening, November 27, took place in the sumptuous blue room of the hotel, and was attended by about 2,000 guests, including members of the clergy, delegates and friends.

The next day, Saturday, November 28, was signalized by a pontifical mass, celebrated by Cardinal Farley in the Cathedral of St. Patrick, to which all members and their friends were bidden.

The Right Rev. Monsignor J. Lavelle, LL. D., rector of the Cathedral, in the name of Cardinal Farley welcomed the delegates and guests to New York city.

After the mass an important business meeting was held at the hotel, with the Rev. John L. Belford as chairman.

At the conclusion of the session the visiting delegates and guests were invited to an enjoyable luncheon served in the Green Room of the hotel.

In the afternoon the meeting was resumed and the officers, governors and committees of the federation chosen.

The convention was brought to a felicitous close on Sunday, November 29, by a farewell reception and sacred concert held in the winter garden of the hotel. The Right Rev. Monsignor Lavelle made the opening address and a number of vocal and instrumental solos were admirably rendered by members of the assembled alumnae. The music was under the able direction of Arthur Sommers, vice-president of the New York City Board of Education. At the conclusion of the concert a brilliant and masterly discourse treating of the intellectual prospects and possibilities of the Alumnae Federation was eloquently delivered by the Rev. John Burke, C. S. P., editor of the Catholic World.

Before the final meeting it had been decided by vote that the next convention be held in Chicago on November 26, 27 and 28, 1915.

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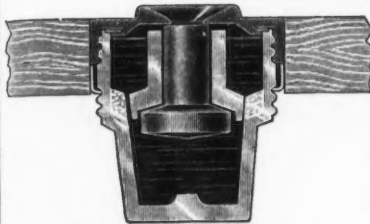
Noise. It is closed, tight, but it has no cover and provides absolutely no opportunity for pupils to make a noise.

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Books. It automatically provides just the right amount of ink on the pen, and prevents blots.

Desks. This feature saves the top of the desk from blots and smears.

Floors. And pupils have no temptation to shake surplus ink onto the floor.



Sectional View.

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Fingers. Furthermore, the pen cannot go in far enough to let the fingers be soiled.

Pens. It prevents corrosion of pens, by leaving no surplus of ink on them.

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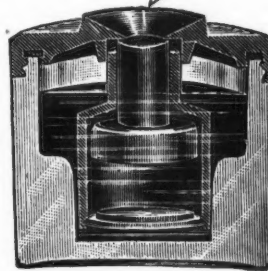
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Sectional View of the "Sengbusch" Inkstand.

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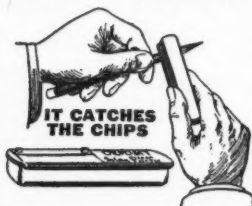
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Illinois State Normal University, Normal, Ill.

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First Grade Training Teacher,

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Critic Teacher, Charleston, Ill.

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MAUD WALKER, Newton, Kansas.

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ABBIE LOUISE DAY,

Northern State Normal, Marquette, Mich.

They Stand at the Head of the List

I have just finished a careful examination of the last issues of both the Popular Educator and Primary Education. I wish to congratulate you upon the exceptionally high character of both these magazines. I am familiar with all educational journals published in this country, and with many of those published abroad, and I have no hesitancy in saying that your journals stand at the head of the list for

teachers below the high school. The contents of the magazines seem to me to be of high merit throughout, and the illustration and general arrangement of the magazines are unusually fine.

M. V. O'SHEA,

Progressive and Sane

Department of Education, University of Wisconsin.

I think that Primary Education is one of the very best of papers for primary teachers. It is progressive and sane and the suggestions for helping teachers are so plain that any live teacher can comprehend. There is much of inspiration in the editorials also.

LIDA B. McMURRY,

State Normal School, DeKalb, Ill.

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A few minutes before I received your letter I had said to three classes of primary teachers, "Do not begin your work until you subscribe for Primary Education," etc. The "and so forth" refers to other things I said about it. The paper is certainly a wonderful help in the primary school.

ANNA E. MCGOVERN,
Iowa State Normal School.**Second to None**

Primary Education is second to none in its field. Its practical suggestions for the daily work of the school-room as well as its timely editorials make it invaluable to the primary teacher.

ELEANOR LALLY,

Department of Education, University of Chicago.

I have found Primary Education and the Popular Educator very valuable school papers for the grades and take pleasure in recommending them.

CAROLINE GROTE,

Director Country School Training,
State Normal School, Macomb, Ill.

I have been a subscriber for the Primary Education and Popular Educator for seven years. I have preserved every copy and prize them very highly. I find more solid reading and less advertising in these two journals than any others I have ever read. The experienced teachers need them and the inexperienced cannot afford to do without them.

O. E. HILTON, Supt., Erick, Okla.

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(See Opposite Page for Year's Outline)

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During 1915-16 Mr. Mills will prepare some reading lessons for fourth grade teachers.

There will be some helpful number lessons in the fall issues for little children just beginning the work, and numerous problems for all grades.

Miss Whittier will continue to tell teachers just how to give instruction in drawing, even if their own fingers lack skill. Mr. J. Leo Fairbanks, Supervisor of Drawing in Salt Lake City, will tell how to interest young children in clay modeling.

There will be a series of history stories and legends and simple plays based on them. Such stories as "Cornelia's Jewels," "The Three Kingdoms," etc., are among the list.

Something to Do

As many devices as possible for keeping small fingers busy will be provided each month.

Something to Copy

For little children copying is quite as important as original work. What more charming can you give them than Miss Weston's babies?

Something to Play

Miss Madge Anderson has prepared some very unique plays that will interest little children and require a minimum of effort to prepare.

Folk Songs and Dances

We shall publish one or two folk songs every month that children ought to know and that they will love to sing. There will be folk dances every month also.

Lessons in Morals

Miss Effice L. Bean has arranged a set of exercises that can be used either as morning talks or at any other time. They consist of a group of short stories, a memory gem and a simple dramatization, all grouped about a central thought for the month.

Popular Educator

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Agriculture

Does the rural teacher know how to interest her boys in the various mechanical problems presented by the farm? Professor Scoates, of the Mississippi Agricultural College, has arranged a series of lessons on Farm Mechanics. These lessons will be illustrated.

Geography

The geography lessons prepared by Mr. Lyman, Superintendent of Schools in Hudson, Mass., will be continued for seventh and eighth grades.

The Vitalization of English

Miss Bolenius, an expert on the subject, has prepared a great variety of material to enliven the English lesson. This consists of games that can be played in school groups, devices for the grammar lessons, ways to make rhetoric and composition interesting, model lessons for teaching short poems, devices for improving pronunciation, etc.

Vocational Training

We shall publish some articles that will describe the vocational training now being carried on successfully in many schools. There is no reason why this work should be confined to a few large cities; the country needs it even more.

Educational Plays

Plays have now an established place in every class-room. Good ones are not easy to obtain, but we have secured some splendid ones, not only acted, but actually written by school children.

Model Lessons

These will include, as far as possible, all subjects taught in grammar grades, from arithmetic to drawing.

The Parent-Teachers' Club

We shall present every month a program and other plans for parent-teachers' meetings. Mr. Parish, whose Morning Talk programs have interested many teachers, will arrange the plans and outlines.

Directions for Making a Hektograph

Soak an ounce of gelatine over night in enough cold water to cover it well, taking care that all the gelatine is swelled. Prepare a salt water bath by dissolving 2 oz. of common salt in 1 pint of water. Heat 6 or 7 oz. of pure glycerine over the salt water bath to a temperature of 300 degrees Fah. Pour off from the gelatine all the water remaining unabsorbed and add the gelatine to the hot glycerine. Continue the heating for an hour, stirring the mixture occasionally, avoiding the formation of bubbles or froth. Finally add 20 drops of oil of cloves to prevent decomposition. The composition is now ready for pouring into the vessel designed to hold it while in use; a shallow cake tin may be used. After the tin is filled with the composition it must be placed in a level position, in a cool place, free from dust, and allowed to remain for at least five hours.

To prepare the pad for use, pass a wet sponge lightly over the face of the gelatine and allow it to nearly dry before taking the first copy. If this precaution is neglected the face of the pad will be ruined by the first transfer.

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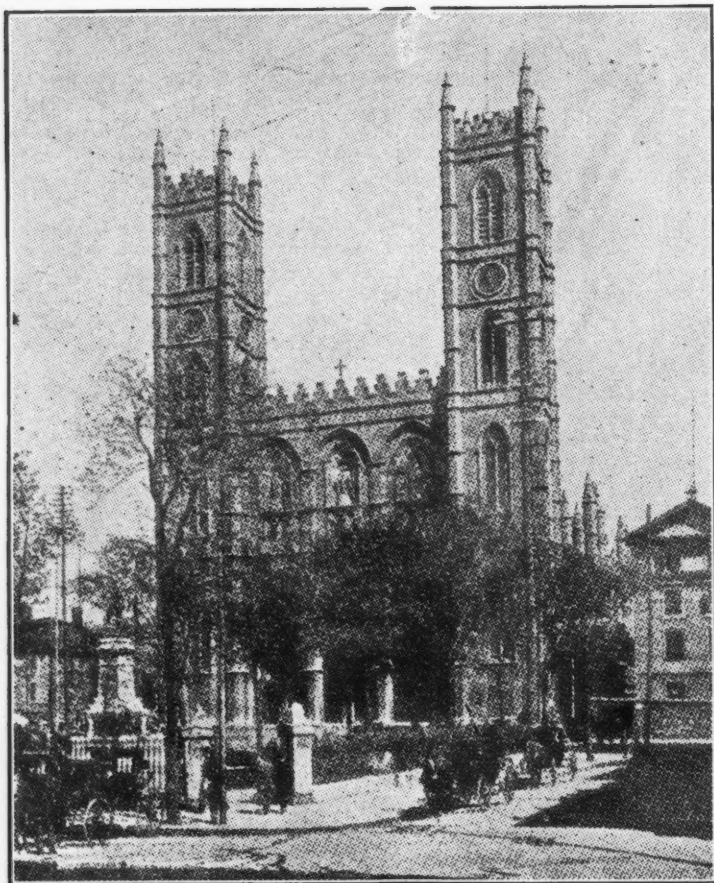
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This church of Notre Dame de Bon Secours ("Our Lady of Good Help"), is one of the most magnificent on the American continent, and seats from between 10,000 to 12,000 persons.

Begun in 1824, the church was opened in 1829. It is built in the Gothic style of the thirteenth century in the form of a parallelogram. It is 241 feet long and 135 feet wide. There are six towers, one on each corner, and one in the middle of each flank. The two on the main front rise 213 feet, nearly twice the height of the others.

In one of the main towers is a peal of bells, the largest of which weighs upward of 20,000 pounds. The church has several aisles and chapels; it is 61 feet from the foundation to the eaves, and its principal front window measures 64 by 32 feet. This church, because of its huge size, is often erroneously styled the cathedral of Montreal.

Basilica of St. Anne de Beaulieu, near Quebec.

There have been pilgrimages to the shrine of St. Anne de Beaulieu, Canada, for centuries. In the long ago, Hurons and Micmacs, and noble lords, journeyed by canoe and on foot, even hundreds of miles, braving the fierce rapids of the St. Lawrence and treacherous enemies, to pray there.

St. Anne is the patroness of the afflicted, of sailors, and of Canada. One week in July (beginning on her feast day, July 26), is her special season, and the halt, the ill and blind, and the devout, come to her. There are, perhaps, 100,000 pilgrims annually.

Tradition says that some Breton seamen in peril of shipwreck, vowed a shrine to St. Anne wherever she would safely land them; and getting ashore at this point, twenty-five miles below Stadacona, the Indian metropolis (now Quebec), they erected a little chapel. Many years after, in 1657, while building here a larger chapel, the cures began and have continued ever since.

The church is very beautiful both within and without. The statue of "La Bonne Ste. Anne" ("The Good St. Anne") stands on a tall onyx pillar in front of the altar rail. It is colored like life, neither ugly nor exquisite, but pretty. Behind it spreads a gilt sun—a "glory"—fine and shining. On St. Anne's head is a high gold crown, presented, as well as that upon the little virgin in her arms, by Pope Leo XIII in 1887.

FIRE KILLS FIVE ORPHANS.

A fire which destroyed the St. Francis Girls' Directory, a Catholic orphanage in San Francisco, Sept. 4, caused at least five deaths. A search of the ruins disclosed the body of Elizabeth O'Brien, 4 years old; her sister Katherine, and three others.

When the fire was discovered the children were marshaled by Sister Mary Agnes and Mother Superior Margaret and marched out of the building. They were quartered in nearby homes.

Fifty-two children and several blind and aged women were housed in the four-story frame building. Only the heroism of the nuns prevented greater casualties.

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Mass in D—for three Male Voices—by A. C. Crouwells, the celebrated Belgian composer. Edited by J. A. Schehl, organist of St. Francis Seraph Church, Cincinnati, Ohio. Send for free sample pages of this beautiful Mass. 75c.

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Race and Arcade,

CINCINNATI, OHIO

Chicago's Social Center: Work of the Past Year.

Saturday's festivities at the Catholic Social center, Chicago, were only the joyous culmination of a season of vivid events and untiring and successful work. The center was one year old in June, being inaugurated in the Congress hotel on June 8, 1914, and opened to the public on the 15th of last October.

As soon as the ways and means were assured the Sisters of Charity of St. Vincent took charge of the settlement house and began the work of feeding the hungry. A noonday lunch of wholesome food was arranged for to accommodate school children and workers at 3 cents a plate. There were almost 12,000 of these meals served between January and June of this year, besides nearly a thousand free meals to deserving poor of the neighborhood. Baskets were also given to poor families at New Years and Christmas.

A depot for supplies and clothing is conducted by Thomas Loonem. The clothing is donated by friends of the center and mended by the Sisters and the women interested in the work.

A day nursery is housing twenty-seven children every day and a kindergarten has been started for the children who are too young to attend school. A public library branch is conducted under the direction of Miss Mary Griffin. A domestic science center at which the attendance is almost more than the people in charge can care for is directed by Miss Frances Quinn.

There are classes in art and history and Miss Mary Synon, the well-known writer of short stories, gives generously of her time to conduct a class in English which has decided to seek academic credits for its work. Several dancing classes have been inaugurated under the supervision of Miss Anna E. Collins, Miss Elinor Libby, and Miss Winifred Muhs, who give their services free.

There are also classes in sewing and embroidery which meet regularly and which are crowded with the poor girls not only of the neighborhood of the center but from many other parts of the city who are anxious to learn sewing in order to make a living at it.

A small publication for the center is now under consideration, but has not yet been definitely arranged for. The center is now in a rented house at Jackson boulevard and Sangamon street which will belong to the center as soon as sufficient funds have been gathered to pay for it. It will hardly be large enough for long, however, if the center continues to grow at its present rate.

Some of the members have been generous about giving entertainments for its benefit in the past and others have promised help in the future.

The center is maintained by voluntary contributions and membership and donations. The furnishings have all been gifts. The memberships range from \$1 upward in order to exclude no one from a voice in its movement.

The officers of the Catholic Social center are: President, the Rev. William J. McNamee; vice presidents,

Miss Mary E. Griffin, Mrs. Anna Dwyer, Thomas A. Smyth, and David Bremner; treasurer, Patrick J. Byrne; secretary, Mrs. Charles Darling; secretary of board of trustees, John H. Ryan.

Rabbi to Catholic Pupils.

With Governor Stuart as the honor guest and Dr. Edward N. Calisch, Rabbi of Beth Thahab synagogue, delivering the address to the graduating class, the commencement exercises Thursday evening in the Benedictine College conducted by priests of the Order of St. Benedict, Richmond, Va., were of a particularly striking nature.

Eastland Disaster.

The steamer Eastland overturned somewhere between 7:30 and 7:35 a. m. on July 24 in the Chicago river. About 1,000 people lost their lives. The great majority were drowned. A few were seriously injured or killed by blows. Some were suffocated. The first police and fire alarm was registered at 7:40. As the tug Kenosha bridged the space between the dock and the hull, as the starboard hull was out of water, and as the nearby docks, bridges and boats held many people who saw it go over, within a minute rescuers were at work. About 1,600 of those on board escaped with their lives.

Within five minutes people wholly or partially unconscious were being drawn up. Looking down into the hull, the rescuers saw a great many people still alive. Many of the unconscious cases first recovered were revived.

HUMOR.

They were planning to have a Red Riding Hood entertainment in the town. The children from the fifth and sixth grades were asked to come to the hall to practice, so they could select those who could best take the parts.

One little fellow had such a dejected look on his face that his mother guessed something had gone wrong. She asked him: "Hal, what is the matter? Aren't you going to be in the play?"

"No, the lady says I sing all on one note," Hal answered.

Little Jack Ryon was a great favorite at the grocery store where his father, who was a farmer, traded. The groceryman always talked to him as if Jack owned the farm instead of his father.

One day he asked him: "Jack, what are you going to sell your oats for?" "Eighty dollars a bushel," Jack answered.

"Isn't that rather high, Jack?" "Well, everything you sell is high."

"When I was a child," moralized the old-fashioned preacher, "they used to tell me, 'Children should hear, see, and say nothing, because they eat, drink and pay nothing.' Do they ever say such things to you, little boy?"

"I should say not," was Up-to-date's swift answer. "I'd like to hear anyone handing out that small town stuff to me."

Aunt Sally's numerous boys were

so well behaved that her mistress was moved to ask:

"Sally, how did you raise your boys so well?"

"Ah'll tell yo', missus," answered Sally. "Ah raise dem boys with a barrel stave, an' Ah raise 'em frequent."

Solomon would doubtless wear a pleased smile at Sally's answer. And the juvenile court judges might be inclined to select her forthwith as a probation officer in the colored quarters.

"I have a very bad report from your master about your behavior," said Mr. Brown to his son.

"Now, there is Johnny Smith—I am sure his father never gets such reports about his conduct. Why don't you take a leaf out of his book?"

"Well, that's just what I did," replied Tommy. "I was tearing two leaves from Johnny's book when Mr. Wild caught me."

William did not shine as a student, and his reports clearly proved this, yet he insisted to his mother that he was right at the top of his class.

"You see," he explained when one of his reports was under scrutiny, "that 'E' is for 'excellent' and that 'D' is for 'dandy.'"

"But," persisted his mother, "the little girl across the street gets almost nothing but 'A's' on her reports."

"Well, mother," responded the boy, "I hate to give her away, but that 'A' stands for 'awful.'"

And it is said that he got away with it.

Catholic Students Barred.

Why is it that in some states students of Catholic colleges are not allowed to compete for the National Peace Oratorical Prize? Is it because the first prize of the national contest was awarded by unanimous decision to Mr. Wennerberg of the Jesuit Boston College? In the Massachusetts contest first place was given to Mr. Wennerberg, second to Mr. Lane, Holy Cross, Worcester; in Pennsylvania, Clare Finerty, of St. Joseph's College, Philadelphia, won first place; in Maryland, Codd, of Loyola College, Baltimore; in Wisconsin, Glenn McWilliams, of Marquette University, Milwaukee; in Missouri, Thomas Goeke, of St. Louis University, while in the northwest, Gonzaga College, Spokane, won first honors over Montana University, Montana State College and the University of Idaho?

Learn to Tell Good Stories.

So many mothers and teachers say, "I can't tell stories. Besides, I don't know any."

Well, you can tell them and you should learn them. To read them is not the same. The book and the words are between you and your child. You can never give yourself in the same way through reading print as when you let your own appreciation of the story speak through your voice and eyes straight to your child. Absorb your story. Make a part of yourself, all its beauty, its message, and then free yourself from mere words. See the pictures and reveal them to your listening child.



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CHICAGO

Cliff Haven Summer School.

A glance at the table of contents of the new magazines gives us a fairly enlightening hint as to the trend of current thought. Perhaps we may glean a like idea as to the trend of current Catholic thought, by a glance at the program of the Catholic Summer School of America, which opened its session of ten weeks at Cliff Haven, N. Y., on June 27th.

We here allude only to the longer courses of lectures. The Rev. E. V. O'Hara, chairman of the Industrial Welfare Commission of the state of Oregon, delivered five lectures on such topics as Social Insurance, Housing of the Multitude, Problems of the Unemployed and the Eight Hour Day Question. Professor Hagerty of the Ohio State University delivered a course of five lectures on the Economic Interpretations of History, which, of course, belongs to the same classification.

Padraic Colum, the Irish playwright, was heard in five lectures on Irish Poetry and the Irish Theater. But while Irish literature was given this degree of attention, English literature was by no means forgotten.

Frederick Paulding, the genial actor, indulged in five reviews of some of the great novelists of the Victorian period.

A series of vital interest was that on the "Racial Background of European History," by the Rev. Robert Swickerath, S. J. Earlier in the course the war was made the topic of five lectures by Rowland P. McElwaine.

Father Walter Drum, S. J., gave a series of five lectures on the "Bible," and Father Schumacher of Notre Dame University, a series of lectures on "Immortality." Our old friend, Dr. Walsh, harking back to the time of Columbus, told what men were thinking of in art, literature and education. Rev. J. A. Dillon, superintendent of schools of the diocese of Newark, delivered five lectures in August on "Education." John A. Haaren, who has been with the summer school since 1892, and holds the position of associate superintendent of schools of New York, also delivered a course of five educational lectures.

German Nuns Leave England.

German nuns in England are feeling the effects of the anti-German sentiment prevalent there.

St. Anthony's Convent, Sherborne, which included a couple of German nuns, has been warned to send them away. The Sisters of St. Catherine, most of whom were natives of East Prussia, have given up their convents at Eldon Place, Liverpool, and Chestnut Grove, Bootle.

Since their establishment, nineteen years ago, in the district attached to Our Lady of Reconciliation, Eldon street, the Sisters have done a tremendous amount of good work in nursing the sick, poor and caring for German and Polish emigrants. It has been decided that the main body of the nuns shall return to Germany, while those who are not of German nationality—a very small proportion—have set out for Brazil.

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Exiled Nuns Reach San Antonio.

Nineteen Josephite Sisters, who had been engaged in hospital work at Monterey, Mexico, were last week banished from their native land by the Carranzista officials in command, for no other reason than that they are religious and hence are not wanted. They arrived in San Antonio, Tex., and received a cordial welcome from the Ursuline Sisters.

By a strange coincidence the Carranzista official who signed the order for their expulsion was seriously wounded the very next day and brought to the Sisters' Hospital, where he died before they left there on the following day.

Catholic Schools Win.

The names of thirteen graduates of high schools in Philadelphia who, in competitive examination, had won free scholarships in the University of Pennsylvania have been announced.

As in former years, the showing made by the graduates of the Catholic High School for Boys is particularly gratifying. There were sixty-seven entries all told, of whom seven were from the Catholic high schools. This was a little more than ten per cent. of the applicants. Of this number, four passed, which was almost thirty-one per cent. of the whole number who passed from all the schools.

More striking yet are the positions of three of the Catholic High Schools successful candidates in the list, they having secured second, third and fourth places, respectively.

The Catholic School Journal

NEW CATHOLIC INSTITUTION.

The Holy Father desires that the work of the "Holy Childhood" be established in all the schools and colleges of the United States.

The new parochial school of the Church of the Most Precious Blood at New London, Wis., will be ready for the fall sessions. The building cost about \$20,000.

The Society of Mary, a teaching order of brothers, having its headquarters in Cincinnati, Ohio, has purchased a tract of ten acres near the grounds of the Catholic University of America. The society plans to erect at once a dormitory building on the property for use by its members while studying at the Catholic University of America.

New Dominican Houses.

The Dominican Sisters have opened two new houses of the order this summer—at Ossining, N. Y., and Brad-dock, Pa. Ten sisters have gone to the former place, where they will conduct an academy, and seventeen to the latter city, where they will teach a parochial school. This is the first convent of Dominican Sisters to locate in Pennsylvania.

The report of the grand jury in Winnipeg, Canada, which has just completed an inspection of the public institutions of the province, is decidedly complimentary to those under Catholic auspices, these being heartily praised for work being done, and increased grants being recommended in certain cases.

In the list of honors published on King George's birthday the name of Mother St. Lucie, provincial of the Congregation of Jesus and Mary, appears among the recipients of the Kaiser-I-Hind (Emperor of India) gold medal of the First Class for Public Service in India.

When the Right Rev. Monsignor Hogan, rector of the Church of the Sacred Heart, Trenton, N. J., celebrated recently the fiftieth anniversary of his ordination, among the letters of congratulation he received was one from President Wilson.

St. Vincent's hospital, Toledo, won high honors in the pharmacy class of Toledo University, graduated recently. Sister St. Simon, pharmacist at St. Vincent's, had an average of 98.05 in examinations, and the Walding, Kinman & Marvin Co.'s prize was awarded to her. Sister Fafard, also from St. Vincent's, stood second in the examination, with an average of 95 per cent. The nuns received the degree of Doctor of Pharmacy at the commencement exercises. They were the first nuns to receive public honors in Toledo.

New School at Aberdeen.

Bishop O'Gorman dedicated the new \$65,000 school of the Sacred Heart at Aberdeen. About twenty priests from different parts of the diocese were present. The school has been used about a year.

Alumni to Erect New Building.

An Old Students' Building, to cost approximately \$125,000, is now almost assured as an addition to the University of Notre Dame. Plans for the

erection of this building were discussed at length by the alumni association.

Announcement had been made that Archbishop Ireland would dedicate the new St. Mary's parochial school and confirm a large class at Le Sueur on July 4, but owing to his other engagements the Archbishop will not be able to go to Le Sueur until September.

New School for St. Cloud.

The members of St. John's Cantius Church, St. Cloud, will soon begin the erection of a magnificent new parochial school building which will meet all educational and social requirements of the parish.

New School and Hall at Union Hill.

The members of St. John's Church, Union Hill, will soon be in full enjoyment of their beautiful new hall and school building. It is two stories with full basement and all equipments desirable for educational, social and general business requirements of the parish.

The new scholasticate of the Jesuits, three miles northeast of Hill-yard, Wash., is to cost at least \$400,000. Nearly \$100,000 has been expended and most of the first story brick work completed.

New \$1,000,000 Hospital.

The new St. Lawrence Hospital, which is being erected in New York, was opened in August for city cases. The hospital will cost \$1,000,000 when completed.

The gift of a generous Brooklyn Catholic, who makes but one condition: that his name be kept an absolute secret, has made possible the formation of plans for the erection of a parochial school for the children of the parish of St. Mary Magdalene, Springfield, L. I.

A magnificent new industrial school is being erected at Whyte's Ferry, Wyoming county, Pa., by the diocese of Scranton. The school will cost in the neighborhood of \$150,000.

\$100,000 Addition to College.

Catholics of the Davenport diocese will be interested in the announcement, made by the Bishop, that plans are well under way for the remodeling of the present College of St. Ambrose and the erection of a spacious new addition to cost \$100,000.

Plans for New Buildings.

Plans are in progress for a four-story pressed brick and stone fire-proof college building to be constructed on Dana avenue and Winding way, for St. Xavier's College, Cincinnati, Ohio, to cost \$200,000. Project consists of main building, administration building, offices and one wing for dormitory to accommodate 650 students, auditorium seating 1,000, library, college class rooms, academy and laboratory.

New Hospital at Little Falls.

The Franciscan Sisters, who have charge of St. Gabriel's Hospital, Little Falls, intend to erect a completely modern hospital building there.

Plans are being drafted for the new school to be built in St. Michael's pro-Cathedral parish, Grand Forks. Monsignor Lemieux, pastor of the pro-Cathedral parish, expects to have the new building opened for the fall term of school.

University of Detroit Gets \$50,000.

The University of Detroit has been presented with \$50,000 by John and Michael Dinan to apply on the new engineering building which is being erected opposite the present university building.

Sisters Buy Convent Site.

There was filed for record recently a deed in which the Sisters of Providence, St. Mary's of the Woods, Vigo county, Ind., acquired from the Sisters of the Visitation the property in Evanston, Ill., known as the Convent and Academy of the Visitation, for a consideration of \$145,000, subject to an incumbrance of \$50,000. The property has an equity of \$95,000, according to the amount of revenue stamps attached to the deed. The improvements comprise a five story and cement brick structure, with accommodations for forty sisters and about 100 pupils.

Work of Techny Sisters.

A picture of ten Sister Servants of the Holy Ghost working for the spiritual welfare of the Negroes of Jackson, Miss., is a frontispiece of the annual magazine devoted to the propagation of the faith among the Colored people by the Catholic Board of Missions of which Monsignor John E. Burke, is the Director General. The National headquarters are in the tower of the Metropolitan building, 1 Madison avenue, New York City.

This picture is an inspiration; it is a silent testimony of the great work that is quietly but insistently going on all over America to bring the black race to the feet of the Master. If you were to ask any one of these gentle Sisters why they chose this life of self sacrifice and poverty, she would answer, "God called me to this work." Each one in the group looks happy with the peace of God that passeth all understanding. And why? Because they are doing His work daily, bringing souls in—the conversion of the Negro in America.

On Sept. 9, the Catholic University of Oklahoma, conducted by the Benedictine Fathers at Shawnee, Okla., will open its doors to prospective students. It is a five-story edifice; will accommodate four hundred students.

St. Francis' Convent, St. Francis, Wis., is about to begin the erection of a \$65,000 addition.

The new school at Glidden, Wis., is expected to be ready by the opening of the school year.

APPOINTMENTS AND TRANSFERS.

Three New Bishops Appointed.

Three bishops have been appointed by the Holy Father during the past month to fill the vacant sees of Albany, N. Y., Grand Rapids, Mich., and Green Bay, Wis.

The Rt. Rev. Thomas F. Cusack, Auxiliary Bishop of New York, has been made Bishop of Albany, to succeed the late Bishop Thomas M. A. Burke, D. D. The Rt. Rev. Paul P. Rhode, Auxiliary Bishop of Chicago, has been appointed to succeed the late Bishop Fox, D. D., of Green Bay; and Vicar General Michael J. Gallagher, of Grand Rapids, has been named Coadjutor, with the right of succession, to Bishop Henry Joseph Richter of the Diocese of Grand Rapids.

Bishop for New Diocese.

El Paso—Rev. Anthony Schuler, S. J., rector of Sacred Heart Church, Denver, has been appointed first Bishop of El Paso. Father Brown, who was first chosen, having declined the office because of his poor health. Father Schuler is one of the best known and most beloved priests in the State of Colorado, in which he has spent the greater part of his life. The nine years following his ordination were spent at the College of the Sacred Heart, of which he was for three years the president. He enjoys the distinction of being the first Jesuit to serve as bishop in America for more than fifty years. His consecration will take place in the beautiful new Cathedral of Denver.

Will Nurse the Lepers.

Newark—Sister Mary Praxedes, a young Franciscan nun, accompanied by several other members of her Order, started from this city on July 12, for the Hawaiian Islands. There these devoted Sisters will consecrate their lives to nursing the lepers in the hospitals provided by the United States Government, thus continuing the work begun by their Order in 1883, in Father Damien's time. Under his direction they were wonderfully successful in their work among the afflicted, being able by their gentleness to win the confidence of the most untractable. Owing to the generous appropriation made by the United States for the leper hospitals, they are splendidly equipped for their work with substantial buildings and every modern appliance. Sister Mary Praxedes, who was in the world Miss Anna Walsh, of Newark, has been a member of the Franciscan Order but three years, having just completed her novitiate.

Archbishop Is Installed at Frisco.

Most Rev. Edward J. Hanna, D. D., was installed as archbishop of San Francisco July 28 with impressive ceremonies. He succeeds Archbishop Riordan, deceased. Monsignor Bornzano, apostolic delegate, and a distinguished gathering of clergy were present.

Baltimore Girls Take Veil.

Three young women from Balti-

more were received into the Sisterhood at the Convent of the Sister of St. Francis, Glen Riddle, near Philadelphia, last week. They were members of one of the largest classes ever received. Bishop John J. McCort presided at the beautiful ceremonies and the Rev. William M. Clements, of St. Katharine's Church, represented this city.

Sister Leo of Winona Made Mother.

Sister Leo, who has been the Superior of St. Teresa's College, Winona, has been appointed head of the Sisters of St. Francis at the motherhouse, Rochester, Minn.

Succeeds Mother Mary Xavier.

Sister Cecilia of St. Elizabeth's College, was chosen as head of the New Jersey Sisters of Charity to succeed Mother Mary Xavier, who died recently, after more than thirty years of charitable and religious work in New York and New Jersey.

Bishop J. J. O'Connor of South Orange, presided over the election. Every nun in New Jersey who had taken her vows five or more years ago was entitled to a vote.

Become Teaching Brothers.

At St. Joseph's Novitiate, Notre Dame, Ind., Feast of the Assumption, the ranks of the Brothers of Holy Cross were increased by the admission to the vows of the following novices: Brothers George, Alfred, Eugene, Xavier, Cyril, Ignatius and Theogene.

At the same time seven young men who had recently finished their term of probation at the Postulate, Watertown, Wis., were invested with the habit and admitted to the Novitiate. The following names were given them:

Joseph Bozek, Grand Rapids, Mich., Brother Edwin.

Edward Gosselin, Jamestown, Kan., Brother Vergil.

John Fitz, Venice, Ohio, Brother Gerard.

Francis Lawler, Marion, Ohio, Brother Just.

John Luby, Manchester, England, Brother Brenden.

Patrick Danforth, Grand Rapids, Mich., Brother Alonzo.

William Clark, Altoona, Pa., Brother Ferdinand.

Rev. J. R. Rosswinkel, S. J., has been reappointed director of Jesuit missionaries, with headquarters at Loyola University, 1076 West Twelfth street, Chicago, Ill.

Sister Mary Gonsalva, Mother Superior of Holy Angels' Academy, Traverse City, Mich., was named Mother General of the Dominican Sisters of the Grand Rapids diocese at the recent triennial meeting of the Order, held at St. John's Orphan Home, Grand Rapids.

The Rev. Sigourney Fay, S. T. L., who so effectively filled the chair of liturgy at the Catholic University of America, is to assume the direction of the Newman School at Hackensack, N. J., at the commencement of the school year in September.

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The Catholic School Journal

Golden Jubilee of Franciscan Sisters.

The Golden Jubilee of the Sisters of The Third Order of St. Francis was fittingly observed on August 2, 1915. Established August 2, 1865, by Mother M. Alfred Moes under the direction of Rev. Pamfilo da Magliano, Custos Provincial of the Friars Manor at Allegany, N. Y., and with the approbation of Rt. Rev. James Duggan, D. D., Bishop of Chicago, this congregation now numbers nearly four hundred professed sisters.

Besides conducting schools in the arch-dioceses of Chicago and St. Louis and in the dioceses of Alton, Altoona, Cleveland, Columbus, Peoria, Rockford, Superior and Toledo, the sisters are also engaged in works of mercy.

The industrial school for Indian girls at Bayfield, Wis., established in 1879, the Red Cliff Reservation school opened up in 1880 and "The Guardian Angel Home" for destitute children, dedicated in 1898 at Joliet, Ill., attest the zeal of the good sisters.

In 1877 an educational establishment by this community at Rochester, Minn., resulted in the formation of a new congregation, Mother M. Alfred being chosen Mother General by Bishop Grace of St. Paul. A boon to humanity were the institutions established by Mother Alfred, especially St. Mary's hospital at Rochester, Minn. With Dr. William Worrel Mayo as its first medical head, St. Mary's hospital, Rochester, Minn., won international renown under his sons.

MAKE IT A POINT to remit \$1 on subscription account to the Catholic School Journal this month, and we will send you a receipt showing credit for one year from the time last paid for.

Observe Golden Jubilee.

Fifty years ago on August 16, Sister Mary Catherine Thornton, a Wheeling girl, was received into the Sisters of Visitation Order at Mt. de Chantal Convent, two miles east of Wheeling, W. Va., and from that day she has never been outside the walls of that institution, nor off the 100 acres that embrace the Mt. de Chantal grounds.

Sister M. Venantia, of the Sisters of Notre Dame, is celebrating her golden jubilee as a nun. Sister Venantia was from 1872 to 1901 in charge of St. Felix's school, Wabasha, Minn.

On the Feast of the Assumption, Rev. Henry J. Shandelle, S. J., of Georgetown university, one of the best known of the members of the Society of Jesus, celebrated his golden jubilee.

Father Shandelle comes from a family, the members of which have been closely allied with the Church and education. Three of his five sisters are Mothers Superior of convents—one is in Malden, Mass.; one in New York City and another in Pittsburg.

MORNING EXERCISES FOR ALL THE YEAR.

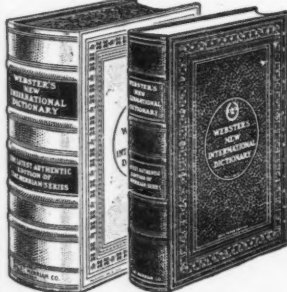
One of the most popular books for teachers in the rural or graded schools is "Morning Exercises for all the Year," by Joseph C. Sindelar, published by the Beckley-Cardy Company, 312 West Randolph street, Chicago. Material is provided for opening exercises for every day of the school year, beginning with the first day in September and ending with the last day in June. It contains as many exercises as there are days in the month, thus leaving the teacher free to a choice of lessons each day. The selling price of the book is 60 cents.

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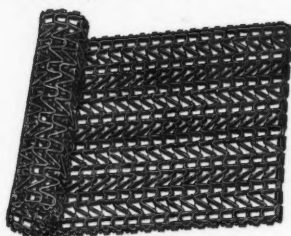
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COMING EVENTS.

Convention of Alumnae.

The next convention of the International Federation of Catholic Alumnae will take place in Chicago on November 26, 27 and 28.

There is a Catholic Converts' League in New York designed to help and encourage converts to the faith. It is helpful and profitable for the bashful convert who finds himself in new surroundings. Many very worthy charities have been maintained in assisting converts whose entrance into the fold has caused financial embarrassment. It is well to tell prospective converts of this organization.—The Tablet, Brooklyn.

A translation of the Catholic catechism into the Choctaw language, to aid Catholic missionaries in their labors among the Indians is a work Rev. William H. Ketcham, director of the Bureau of Catholic Indian Missions, has been working on recently while in Oklahoma. He is being assisted by George Nelson of McAlester, Okla., and Ben Henderson of Antlers, Okla., both Catholics and full blood Choctaws, and by Bailey Spring, a Presbyterian mixed blood Choctaw of Hugo, Okla.

Society Honored by Pope Benedict.

Following a recommendation of Cardinal Gibbons, the Pope has admitted the St. Gregory Society to the privileges accorded the Cecilian socie-

ties of the Catholic Church. A convention of the society was held in Baltimore last April and the members, choir leaders and others interested in church music came from all parts of the country. The Rev. Leo P. Manzetti of St. Mary's Seminary, one of the greatest living authorities on the Gregorian chant, was the moving spirit of the convention, and it was declared to be one of the most interesting meetings ever held under Catholic auspices in that city. The concert was a revelation in choir singing. Plans have been perfected for teaching the chant at the Peabody Conservatory.

The decision of the Pope was transmitted to the Very Rev. Edward R. Dyer, president of St. Mary's Seminary, through Cardinal Gasparri, Secretary of State at the Vatican.

Influence of St. Francis Xavier.

A Protestant woman missionary relating her experiences in Japan spoke of the wonderful influence of St. Francis Xavier exercised over the country, and told the story which has so often appeared of late in our publications regarding the preservation of the faith by the early Catholics for 300 years:

"The first question the Japanese put to our Protestant missionaries," she said, "is this: 'Are you a Catholic? Are you a disciple of Francis Xavier? Do your priests have wives? Do you believe in the Real Presence? Do you pray to the Blessed Virgin? And being unable to receive satisfactory an-

swers, they go away shaking their heads and will have none of us. The spirit of Francis Xavier lives. It is the greatest hindrance to our Protestant missionary effort," she said.

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SCHEDULE OF STUDIES.

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Subjects.	Grades—	1	2	3	4	5	6	7	8
Opening exercises	75	75	75	75	75	75	75	75	75
Religious instruction	200	200	200	200	200	200	200	200	200
Composition, grammar	120	120	120	120	120	120	120	120	120
Reading	330	300	240	200	120	120	120	120	120
Spelling	100	100	120	120	100	75	60	60	60
Penmanship	120	150	150	100	90	75	60	30	30
Mathematics	180	200	200	200	200	240	240	240	240
Physical culture, hygiene and recesses	180	165	165	120	90	90	90	90	90
Geography	120	120	120	120	120	120	120	120	120
History	90	90	90	90	120	150	150	150	150
Drawing	75	75	75	75	75	75	75	75	75
Music	60	60	60	60	60	60	60	60	60
Nature study	60	60	60	60	90	90	60
Study or sewing	60	60	60	60	120	120	120	150	150
Business course	100	100	100	100	100	100	100	100	100
Unassigned time	150	145	125	110	100	100	60	90	90

The daily program of recitations and exercises should be made for each grade, in accordance with the above time schedule, and should be hung in a conspicuous place in the class room. Subjects like drawing, music and nature study may be given two or three periods a week, prevail with the Almighty.

Above will be noted a general view of St. Joseph's Hospital, Fort Wayne, Ind., in charge of the Sisters of the Poor Handmaids of J. C. This institution also houses the Novitiate and Normal school of the Sisters, who have charge of many schools in Indiana and Illinois. Among the modern equipment in this building will be found the Johnson Window Shade Adjusters, which insure perfect light and ventilation. They are made by R. A. Johnson, Mfg., 7208 Eberhard Ave., Chicago, Ill.

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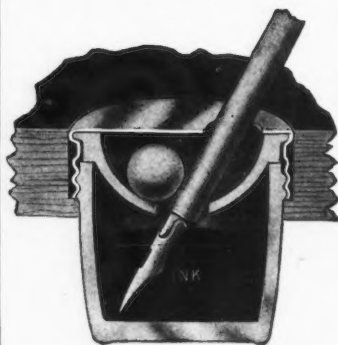
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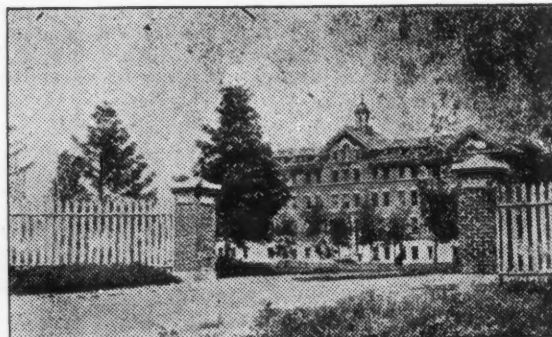
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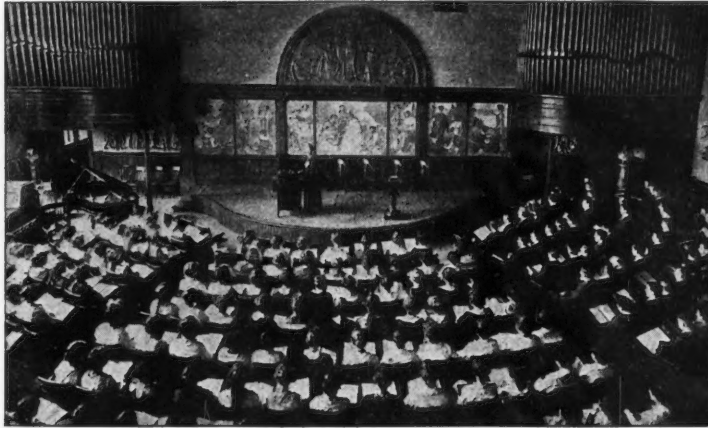
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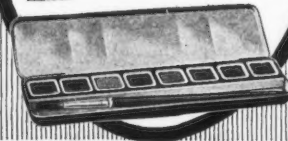
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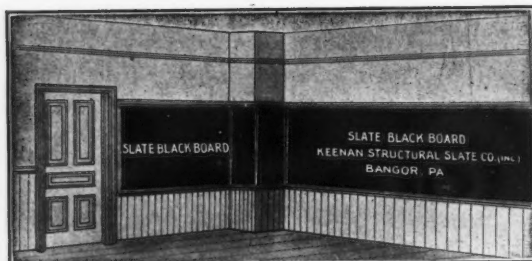
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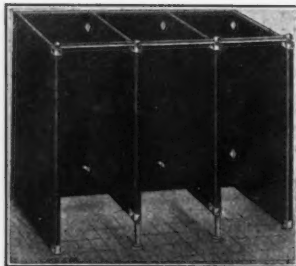


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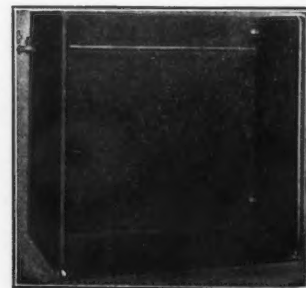
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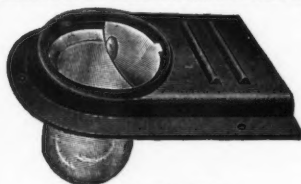
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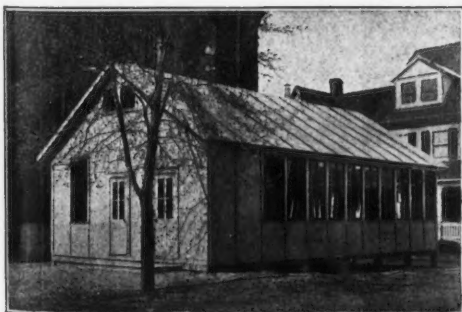
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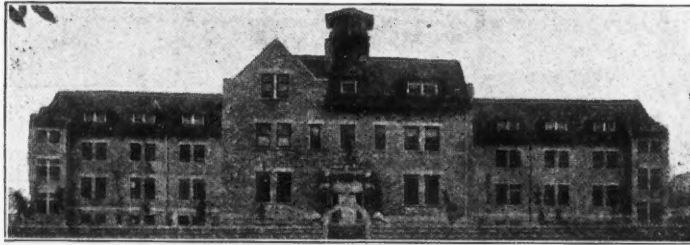
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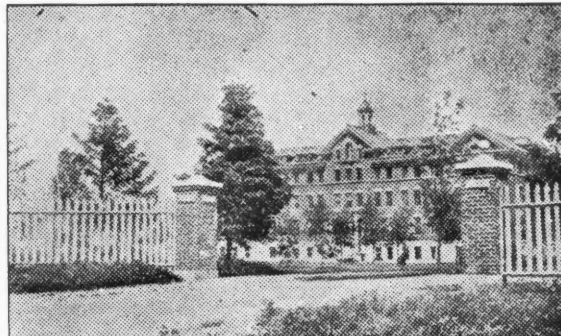
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